



**THE CAUSES FOR STUDENTS' DROP OUT IN GOVERNMENT
SECONDARY SCHOOLS IN GAMBELLA TOWN**

BY: GATWECH GATDOAR WUR

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND
BEHAVIORAL STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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ADDIS ABABA UNIVERSITY
SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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SCHOOL OF EDUCATION AND BEHAVIORAL STUDIES

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DECLARATION

I, the undersigned, declared that the thesis on the title, “The causes for Students’ Drop out in Government Secondary Schools in Gambella town” is my work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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Table of Contents

Acknowledgements.....	i
Table of Contents.....	ii
List of Tables.....	v
Abbreviations/Acronyms.....	vi
ABSTRACT.....	vii
CHAPTER ONE.....	1
1. Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	4
1.3 Objective of the Study.....	5
1.4 Significance of the Study.....	5
1.5 Scope of the Study.....	6
1.6. Limitations of the Study.....	6
1.7. Operational Definitions of Terms.....	7
1.8. Organization of the Study.....	7
CHAPTER TWO.....	8
Review of Related Literature.....	8
2.1. Introduction.....	8
2.1.1Factors contributing to Student Dropout and its result.....	8
2.1.1.1 in-School Related Factors.....	8
2.1.1.2 Pupil Related Factors.....	8
2.1.1.3Teacher Related Factors.....	9
2.1.1.3.1Teacher Qualification.....	9
2.1.1.3.2Teachers' Attitude towards their Profession.....	10
2.1.1.4. Overcrowded Class (Large Class Size).....	10
2.1.1.5 School Facilities.....	11
2.1.1.6School Distance.....	12
2.1.1.7. Repetition.....	12

2.1.1.8. Absenteeism.....	13
2.1.1.9. Out- Of School /Environmental (Extraneous) Factors /.....	13
2.1.2.0. Socio-Cultural Factors	13
2.1.2.2.1. Parents’ Attitudes towards Formal Education.....	13
2.1.2.2.2. Early Marriage and Pregnancy.....	14
2.1.2.2.3 Traditional Outlook on Girl's Education.....	15
2.1.2.2. Socio-Economic Constraints.....	15
2.1.2.2.1. Poverty	15
2.1.2.2.2 Parental Educational Background.....	16
2.1.2.2.3. Costs of Education	17
2.1.2.2.4. Demand for Child Labor	18
2.1.2.2.5. Family Size (Structure)	19
2.1.2.2.6. Parents’ Income and Types of Occupation	20
2.1.2.2.7. Poor Employment Opportunities for Graduates.....	21
2.1.3. Consequences for drop out.....	22
2.1.3.1 Economic Consequences.....	22
2.1.3.2 Psycho-Social Consequences	22
CHAPTER THREE	28
Research Design and Methodology	28
3.1. Introduction.....	28
3.2 Design of the study	28
3.3 Sources of data.....	28
3.4. Population of the study	28
3.5 Sample size and Sampling technique.....	29
3.6 Data Collection Instruments.....	31
3.6.1. Questionnaire	31
3.6.2 Interview	31
3.6.3. Documentary Data	31
3.7 .Procedure of data collection.....	32
3.8. Variables of the Study.....	32
3.9Method of data analysis	32

CHAPTER FOUR.....	34
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	34
4.1. Introduction.....	34
CHAPTER FIVE	52
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	52
5.1. Summary of Major Findings	52
5.2 Conclusion	58
5.3 Recommendations.....	58
5.3.1 Improving Quality of Education	58
5.3.2 Recruiting More Teachers.....	59
5.3.4 Providing Guidance and Counseling.....	59
5.3.5 Promoting Community Awareness through weekly Discussion.....	59
5.3.6 Creating Job Opportunities for the Graduates.....	60
5.3.7 Organization of funding project for economically disturbed students.....	60
References.....	61
Appendices.....	66
Appendix 1.....	66
Appendix2.....	69
Appendix 3.....	71
Appendix4.....	72

List of Tables

Table 1, The Trend of Dropout Rates (%) in the sample schools, 2018 G.C__2019G.C.....	34
Table 2. Characteristics of Students respondents	36
Table 3, The extent of students drop out in school.....	37
Table 4, The Students were asked about the influence of Out-School factors on Students' drop out.....	38
Table 5 Characteristics of Teachers.....	42
Table 6,the teachers were asked for the year of services given to Schools	43
Table 7.The class teacherswere asked to state their highest Educational Backgrounds.....	43
Table 8 teachers' responses on the level of students' drop out.....	44
Table 9-Frequency and percentage distribution of Schools principals and PTA interviewee	44
Table 10.The influence of In -School Related Factors on Students' drop out.....	45
Table 11.The Influence of Pupil Related Factors on Students' drop out and other Environmental factors	48

Abbreviations/Acronyms

UDHR: Universal Declaration of Human Rights

EC: Ethiopian Calendar

MOE: Ministry of Education

UNESCO: United Nations Educational, Scientific and Cultural Organization

PTA: Parent Teacher Association

AAU: Addis Ababa University

GC: Gregorian calendar

FGD: Focus Group Discussion

ILO: International Labor Organization

MSE: Micro and Small Enterprise

NCES: National Center of Educational Statistics

UIS: UNSCO Institute for Statistics

UNICEF: United Nations' International Children's Emergency Fund

ABSTRACT

The purpose of this study was to investigate the causes for students' drop out in Government Secondary Schools in Gambella Town. To this end, descriptive Survey Design was used. Primary Sources of data were Teachers, Principals and PTA. Secondary Sources were relevant policy documents and School records. A total of 44 respondents were used in study. Simple random, cluster and purposive Sampling techniques were used. Data collection tools were Questionnaires, Interviews and Document Analysis. The data analysis led to the following major findings: the study revealed that 6(40%) of Students respondent strongly agreed on the influence of early married in students drop out, 3(20%) undecided 1(6.7%) disagreed. Based on the findings it was concluded that majority of students drop out from school because of early married practiced by young people. Finally, the following recommendations were forwarded: recruiting more teachers, improving quality of education, creating open discussion with community, organization of funding projects for economically poor students, and creating job opportunities.

CHAPTER ONE

1. Introduction

This chapter presents the introductory part of the study, including background of the study, statement of the problem with research questions, objectives, significance of the study, delimitation of the study, and operational definitions of terms used.

1.1 Background of the study

Student's drop-out is generally defined as a pupil who leaves school before the end of the final year of the educational stage or cycle in which he/she is enrolled (UNESCO 1980:13, Brimer and Pauli 1971:15). A drop-out can be defined as a child who enrolls in school but fails to complete the relevant level of the educational cycle. At the primary level this means that the drop-put fails to reach the final grade, usually grade V or VI (UNESCO 1987:2).

A rapid expansion of a school system might be responsible for high drop-out and repetition rates by drawing students from a 'vulnerable population' (UNESCO ROEPA 1984). Similar assertions are also made by observing secondary school drop-out in industrialized countries. Natriello et al. (1987) observes that when the universalizing of school system is established and regular attendance to a certain level of schooling becomes the norm, the problem of drop-out becomes visible. An increase in drop-out was observed under increased enrolment in a number of countries. For example, after the introduction of the new Compulsory Education Law in China, the drop-out rate had a sharp increase (UNESCO ROEAP 1984). Omari et al. (1982) also observed that the introduction of UPE brought in factors which accounted for many dropouts, and the study attributed this to the inclusion of the 'marginal group' into the school population.

Zimbabwe witnessed an impressive expansion of secondary education in its post-independence years, which brought a sharp increase in the gross enrolment as well as high drop-out rates, according to the analysis of the data between 1982 and 1987 (Zimbabwe 1993).

Worldwide statistics show that more children are attending high school than ever before, even in the poorest nations (Berger, 2005). Despite these claims many children from different nationalities still drop out and leave school without completing their studies. Researches indicate that high school dropout is a problem that occurs in all countries with formal educational systems

and several studies have been conducted to explore why learners would leave school before completing their Studies.

Hup and Sub (2006) referred to a connection between lack of school involvement among adolescent and substance use, teenage pregnancy, criminal activities and school dropout. The prevalence of dropout derives between and within countries and occurs more frequently in certain age ranges (Depending on educational structure and patterns of participation in the country). In a recent survey of UIS data (Burkenefaso,2006)Burkenefaso, Ethiopia, Kenya, Mali, Mozambique, and Nigeria on the characteristics of children who dropped out of school in Burkenefaso, Ethiopia Kenya, Mali and Mozambique, more than 80% of rural children dropout of school, percentage less than half of these for urban children (UNESCO :2006). A number of studies high light the link between poverty and dropping out from school (UIS and UNICEF, 2005, 2002).

Both statistical and empirical data research suggest that children from better off households are more likely remain in school, while those who are poorer are more likely never to have attended. In this study the researcher assumes that students who were from low socio- economic conditions dropped out of school. During the 1950s, a high school certificate considered a valued asset in the labor market, and though the 1970s the high school diploma continued to open door to many promising center opportunities, in recent year however, advances in technology have filled the demand for a high skilled labor force, transforming a high school education to a minimum requirement to entry to a labor market. (NCES, 1998: 10)

If the learner is not making progress at school, the immediate needs of the family often outweigh the advantages of education (Donald et al., 2002). It therefore appears that the usefulness and relevance of schooling affect whether and for how long learners remain at school (Donald et al., 2002). The attitude of parents, educators and the community towards the relevance of schooling may therefore also have an influence on the dropout rate (Khayar, 1979; Palme,1994, as cited in Donald et al., 2002) .The problem is, in addition, linked to individual factors, such as self - concept, gender, race, giftedness, and challenging behaviors that may manifest in aggression. Involvement with crime has for instance emerged as being related to high school dropout both internationally and nationally (Coombe2001; Johnson and Dorrington, 2001; Sweeten, 2006).

In order to address the problem, it thus appears necessary to consider external factors as well as individual characteristics when exploring high school dropout (knestling, 2008).

In the context of Ethiopia as a member of low-income countries, became the victim of this problem for the past several decades (Degarge, 1998; Habtamu, 2002). Similarly the MoE (1994) openly shown that the feature of the Ethiopian education system before the 1991 as of low quality, irrelevant, inefficient, inequitable and with limited access (MoE, 1994; MOFED, 2006). To change this situation, the government launched the national education and training policy that is assumed to be implemented through successive ESDP (I-IV) as part of a twenty year education indicative plan (MoE, 2005; MOFED, 2006).

And it's on the way of developing to eradicate poverty in now days. However, before 20 years it was one of poorest African countries, because of famine, drought, conflicts and political instability. The dropout problem is linked to socio-economic factors, such as poverty, high crime rates, and alcohol and drug abuse. Recently in Educational package ESDP III also attempted to reduce inefficiency from 22.4 percent to 6.3 percent between the years 2004/05 and 2009/10 G.C (MoFED, (2006); MoE, (2005). But it still remains to be high with still about 18.3 percent (MoE, 2009).

In the context of Gambella based on the Two consecutive years from three secondary schools male drop out ranged from 9% to 10% and female only from 4% in the year 2019 G.C/2011 E.C with total 14%, so this indicated a big different of gender pupils drop out and the year that had high rate of students drop that's 2018 G.C/2010 E.

The purpose of this study is to investigate the causes for students drop out in the area under study to find out the reasons why students drop out of school and the factors that contribute to the students' dropout in order to provide a program design to identify mode of interventions to address the problem.

1.2 Statement of the Problem

Students' dropping out of school is a great concern of any government or society, despite many policies and strategies developed to enhance a smooth transition rate in school, there are still students who withdraw from school prematurely. The Universal Declaration of Human Rights, Article 26, for instance states that everyone has the right to education (UNESCO, 1998)

(Kebede Mergia, 2014; Berhanu Tesfaye Benti, 2011) MA research on students drop out stated different strategies of international agreements like to universal primary education, Millennium Development Goals (MDGs) which were adopted by world leaders in the year 2000 and set to be achieved by 2015, took the major initiative to universalize primary education, in its most widely supported, comprehensive eight time-bound goals so as to help reduce students drop out but yet the problem has been persisting .

Based on 2010 E.C. Gambella town Education office report one thousand nine hundred forty eight students (1948) were enrolled in all town government secondary schools, but sixteen (16) of them were reported as dropout from continuing their class, so the rate of dropout has reached to 0.8% in that year. In case of Ethiopia, the problem is not only getting children into school but it is also keeping them there and also was carried out to correct the imbalance in research efforts on our knowledge of school dropout.

The inability of students to attain their academic achievement is as a result of certain motivation, socio-economic background, (Fombo, 1997). Another problem is because the female children began their domestic function at their early age as expected by their parent, the females at that stage combine both the domestic functions and educational responsibilities, which result to poor academic achievement. In Gambella region now a day the rate of drop out become cross cutting issue in secondary schools without knowingly the exact causes of it and the researcher tries to find out the problem by choosing it as title. Early dropout of school plagues a larger proportion of people who are enrolled in secondary school before completing a given level. Although the degree varies, inefficiency in the education system is prevalent both in developed and developing countries.

Even though, many studies have been done on the causes for students' dropout in Ethiopia and other countries, the Ethnic conflict between tribes (tribal clash) that resulted as poverty for those children whose parents' resources are affected by tribal clash; the problem of awareness creation related to cultural factors on students' drop like keeping girl students attending their class and application of MSE policy to create job opportunities for young graduates were not been included in the previous studies which means there was practice gap and research gap,

For this reason the current study wants to fill the gap by investigating the causes in connection with students drop out in gambella secondary schools.

The present study will be guided by following research questions:

1. What is the extent of students drop out in the Governments secondary schools of Gambella Town?
2. What are the major out-of-school factors that contribute to student dropout in the School?
3. What are the major school related factors or In-School related factors that contributed to the student drop out in the school?

1.3 Objective of the Study

The Main objective of the study is to identify and explain the causes for Students' dropout in Government secondary schools in Gambella town and also to collect relevant and access data from pupils, teachers and parents according to gender. It has the following specific objectives

- To examine the extent of students' dropout in Gambella Government secondary schools.
- To identify major out-of school factors causing students' dropout in the secondary schools.
- To find out major in-School related factors causing students drop out in the secondary schools

1.4 Significance of the Study

The researcher believes that this finding of this study have the following significance.

It may help Gambella Town Education planners and officials understand the magnitude of problem of drop out in the Secondary Schools

It may help Secondary School principals and Teachers work more on reducing the students' drop out

It may help parents engage themselves more in providing the necessary support to their children, so that they remain in school until completion of the desired cycle.

Finally it may help other researchers as a stepping stone to do more on it as sources

1.5 Scope of the Study

Six Government Secondary Schools are found in Gambella town. Of these only 3(50%) were chosen to take part in the present study. Moreover, the study is focused on School related factors and out of School factors contributing to students drop out in the sample schools.

1. Gambella Secondary and Preparatory school
2. New Land Secondary School
3. Gambella Prison office Secondary School

1.6. Limitations of the Study

Time and security issues in the region were two major problems that limited the findings of the study to take in absolute terms since people were not able to walk freely to any areas where targeted population or Some Secondary's Schools has located and the researcher managed to collect the needed data in a good manner and these were the others limitation, lack of appropriately compiled data at Some Government Secondary Schools and the statistical reports are compiled quarterly regarding the enrollments, dropouts and the researcher was so busy for visiting schools and checking rosters to compare with quarterly reports.

1.7. Operational Definitions of Terms

Drop out: The researcher has categorized dropout in two terms, voluntary and in-voluntary. voluntary dropout is where the student withdraws from school because he/she feels disillusioned and depressed and becomes dissatisfied with his/her academic achievement, and therefore decide to pull out of the school system while the involuntary dropout is a result of economic difficult family condition.

Cause: any obstacle that hindering some things to happen in an expected way.

Government Secondary School: School for young people having completed first and second cycle primary schools (5-8) and joined 9-10with the Government sponsorship.

1.8. Organization of the Study

This paper is generally encompassed five chapters. The first chapter deals with the Background of the study, statement of the problem, significance of the study and Definition of terms. The second chapter presents the review of the related literature from different books, periodical and internet. The third chapter contains the methodology and procedures employed to collect and analyze data for the study. The fourth discusses about the presentation: analysis of data and interpretation of the findings of the study.

Finally, the fifth chapter contains summary, conclusion and recommendations for the Identified problems.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

This chapter reviews literature which is related to the study based on secondary school dropout. It will look at factors contributed to students drop out, school related factors, pupil related factors, teacher related factors, class size, school facility, School distance, absenteeism, poor Employment opportunities for graduates, poverty, family(parents) income and types occupation and environmental Factors affecting school dropout and consequence drop out. This chapter will also discuss the empirical review, theoretical framework and conceptual framework.

2.1.1 Factors contributing to Student Dropout and its result

Pupil's survival rate in educational system is affected by some sets of constraints owing to two broad categories. These are internal (school related) factors and external (out-of school) factors.

2.1.1.1 in-School Related Factors

For high wastage (dropout) rates in educational system of developing countries in general and that of marginalized rural areas in particular the contributing factors are not only limited to out-of-school variable. Not surprising the school environment also creates a significant number of obstructs to students survival rate in school. The major factors are discussed below.

2.1.1.2 Pupil Related Factors

Certain issues related with the pupil have direct effect on the efficiency of the school system. These issues include: pupils' attitude towards school learning, motivation or expectation for future achievement, low self-conception, pre-school education (experience) and health problems are some to be mentioned. Attitude is emotional attachment towards something. The emotional attachment that pupils develop toward school learning affects their progress as well as performance. Referring to ERGESS findings, Tekeste (1990) remarks that pupil's attitude is an important facts in their potential to receive education. The value one attached to school learning influence his/her effort which may determine his/her success or failure. A positive attitude toward school work helps pupils attain higher achievement scores, and thus meet school requirement for grade promotion.

The other factor is motivation and expectation for future achievement. There is a general assumption that a child with high achievement motivation and seeing prospect in the future will likely to be competitive and adaptive to the situation he finds himself (Brimer and Pauli, 1971). Early failure in school would make children to be failure oriented.

These children loose motivation and do not expect themselves to be successful so they discontinue their education several studies have also found that self-concept to be significantly related to academic achievement. There is a positive relationship between high self-concept and school achievement. The other concept that is related with pupils characteristic is pre-school education (experience). A number of studies carried out in different countries have documented the contribution of preschool education (Adane, 1993).

The allocation of efforts and scarce resources in early education in a country where universal primary education has not yet been achieved needs to be justified. In such a context preschool education is considered a necessity and not a luxury. Health problem of children especially in poor areas are very serious. With regard to Coombs (1985) state that the learning achievement students depends largely on the characteristics of the learner themselves whether they are well-nourished having physical and mental health. However, many studied report that in most rural and remote areas of developing counter, school children suffer from parasite, fever, malaria recurring headache, stomach pains and liver problems. Such ill-health problem usually lead students to discontinue their schooling and/or performing low in the class.

2.1.1.3Teacher Related Factors

Many writers indicate that teachers' characteristics have a central role in the efficiency of certain level of education. According to (Adane, 1993), teacher's characteristics have a direct effect on school output and teachers themselves are considered as school input. These characteristics include qualification, experience, attitude and commitment to their profession and pupils.

2.1.1.3.1Teacher Qualification

In most education literature related to the quality and efficiency of schools teachers' qualification has a central place. With regard to this Adane, (1993) argue that the quality of teacher determine the quality of teaching and educational results. Many studies show that teachers' qualification and wastage have a significant relationship (Adane 1993). He recorded that the lower the

qualification of teacher, the higher the rate of wastage. Coombs (1985) also argues that a high wastage rate in the developing countries is partly the function of teachers' qualification.

2.1.1.3.2 Teachers' Attitude towards their Profession

Teachers' attitude towards their profession Educators and researchers agree that teachers' low interest or negative attitude towards their profession has been one of the variables that contribute to high rate of wastage (Tekeste, 1990, Tadesse, 1974; Brimer and Pauli, 1971). Brimer and Pauli In a more global context and Tekeste in the Ethiopia context have evidenced that teachers' attitude towards their profession affects the efficiency to school.

In most developing countries, it has been reported by Chantavanich and Fry (1990), Tekeste (1990) that teachers do not join the teaching profession from their interest which undeniably has a negative influence on school efficiency. Lack of commitment of a large number of teachers as noted by Tekeste would result in low quality of education. So raising teachers' attitude towards their profession is an important factor that results in improvement of education.

Finally, teacher's attitude towards their pupils' academic ability and future progress is important as their attitude towards their profession, teachers' expectation toward their pupils have to be realistic. The more teacher expectation is realistic, the better the pupils effort and the better their performance.

2.1.1.4. Overcrowded Class (Large Class Size)

Building of school infrastructure is one of the elements that make educational investment expensive. In developing countries where there is a limited resource to be allocated to the education sector, most schools are forced to operate over their capacity. Class rooms accommodate more than what they have to hold. This created a difficult situation for both students and teachers. Students have to learn in a room, which does not have comfortable class environment suffocated and warm, that limits students learning. For teachers, bigger class size will result in unmanageable condition.

According to Adane (1993: 72), class size has a considerable influence on the performance of especially lower grade students for they need more assistance and close attention from their teachers. This is likely to be effective in a situation where the class size is convenient enough for the teacher. Size reduction has led to numerous benefits, which have a lasting impact up to the

completion of high schools. Reducing class size increases achievement and it enable teachers to give greater progress, improved identification of special needs of students that allows earlier intervention is only possible when teacher have a closer relationship with their students. This became practical when the class size is manageable enough to enable teachers to have a detailed information and knowledge of their students.

Others also emphasize the advantage of reducing class size as a key factor in reduce classroom discipline disruption (U.S Department of Education, 1993:3). Studies suggest that students who start their education in small classes are less likely to dropout, more likely to graduate on time, take more challenge lessons and are more likely to attend college than their peers from large classes. Students in small class participate more in school and have fewer discipline problems. They have more opportunities to work with others to solve problems and take responsibilities within their classroom. (Elementary Teachers' Federation of Ontario, 2002)

2.1.1.5 School Facilities

School physical and material facilities affect educational quality in general and pupils' performance in particular. It is widely accepted that schools with better facilities and material that facilitate the instructional process are possibly more efficient than others without (Carl.Hill, 2002; Habtmu, 2002. Taylor, 1997). One of the most common constraints of enrolment, participation and dropout of children at school is shortage of school facility like inadequate building, latrines, water, learning material laboratories, etc. As a research findings indicate, quality of the physical plant is positively related to student performance (Lockheld and Verspour, 1991:103).

Lack of appropriate teaching and learning material affect their performance. Especially in the areas where there is shortage of furniture in the classroom and where students are required to sit on the floor, parents are reluctant to send their children to school (World Bank, 1996). From what is being out lined in the literature, it would not be difficult to be aware of that though school facilities such as classrooms, pedagogical centers, seat/chairs, libraries, laboratories and so forth are imperative for effective teaching-learning process to take place to attain quality of education. It was divulged that the Ethiopian education system faced the shortage of such facilities. This could mean the absence of quality education that would lead students to dropout

of primary schools which had direct implication of not accomplishing UPE unless activities were taken.

2.1.1.6 School Distance

Teshome (2003) reveals that school distance along with other challenges contribute for children's dropout before completing their education schools (being too far from the residence of children). Students travel long distance to and from school home were found not to perform actively on their education which led them to fail from schooling. Furthermore, it was found that the farther away the school is from home, the higher would be the probability for students to be reluctant to go to school. A study by MOE made assessment and found that distance between schools and homes restricts student's performance due to fatigue, it take much of the time needed by rural children (MOE, 2003). The distance of school particularly for low income families had great influence on education. It hinders child enrolment promote dropout and repetition as well as low performance of students.

2.1.1.7. Repetition

Review of research studies show that poor academic performance measured by grades, test scores and grade repetition has been associated with dropping out (UNESCO, (1966); Jersild, (1969); Levy, (1971); Tadesse (1974); Genet (1991); Anbesu, (1992). In most developing countries including Ethiopia, promotion from one grade to another is based upon a successful completion of rigid examination procedures.

In those examinations, students who score less than 50 percent in one or more subjects have been made to repeat the previous grade. Students may try to repeat once or twice; if they do not succeed in achieving the pass marks they may be either expelled by the school or drop out by themselves. Regarding this, Verspoor and Lockheed (1991) suggest that because of their rigid promotion policies based on rigid examination, schools in developing countries increased the dropping of students. A more comprehensive study on dropout rate and repetition rate association was made by Levy (1971). His finding Indicate that the relationship between dropout rate and repetition is direct and positive.

Based on his findings Levy (1971:51) suggests the following: High rate of repetition are likely to be associated with high dropout rate for several reason, first, high rate of repetition are frequently

associated with rigid school system not well adapted to young children, second high repetition rate contribute to the problem of wide diversity of age which make a single teaching method inappropriate. Third, repetition raises the cost of education to the individual and his family as well as to the school finally; repetition is associated with failure and discourages both the student and his parents.

Cammish and Brock (1994) report that repetition of classes lead to dropout, particularly in case of girls. Similarly Roderick (1994) reveal that students regardless age, which were retained, were three time more likely to drop out of school than their none retained counterparts. She cited attendance problem as a factor for grade retention.

2.1.1.8. Absenteeism

According to Garman and Brown (1989: III) "students who are frequently absent are putting their future in jeopardy". Chronic absenteeism especially truancy is a behavior highly associated with dropping out of school". In the same vein, Rumberger (1987) by reviewing a variety of literature on absenteeism, truancy and disciplinary problems are highly associated with dropping out. In the research made by Brodbelt (1986) the evidence indicate that high absenteeism (a 15 percent absenteeism rate for the school year is serious) leads to failure and dropping out of schools. Moreover, Adane (1993) reveals that chronic absenteeism results in high repetition and dropout rate.

2.1.1.9. Out- Of School /Environmental (Extraneous) Factors /

Environmental or extraneous factors are pulling factors that force the child to leave his education. It has classified in to two Socio-cultural and socio-economic factors that restricted the efficient operation of the school system.

2.1.2.0. Socio-Cultural Factors

Educational programs should consider multiple ethnic and language diversity, customs and value when they are designed and implemented. These factors may include.

2.1.2.2.1. Parents' Attitudes towards Formal Education

One of the major socio-culture factors that can deter the schooling of children is parents (families) attitude towards modern education. In this regard, study in the Ovahimba and San pastoralist tribes in Namibia, indicate that about 78.50% school children of these tribes are not in

schools, either never attend school or leave it early (Kamugingene and Nambra, cited by Ziyad, 2004). This is because of the parents' perception of the value of education is very low. As a result, parents either not send their children to school or not allow them to stay in educational system even in areas where schools are available.

This attitudinal problem is believed to be more problematic in society that has no any awareness about value of education except in terms of economic benefit.

2.1.2.2.2. Early Marriage and Pregnancy

Early marriage (particularly girls) has a multidimensional effect. It enhances not only dropout and repetition but also increase fertility, which in turn creates burden on the quality of education supplied (Habtmu, 2002). Studies in developed and developing countries have clearly demonstrated the link between early marriage and child bearing and school early leaving for girls (Rumberger, cited by Coleman, 1994). In many traditionally minded societies in Africa and other developing countries, early marriage is one of the major cultural obstacles for girls' schooling. Many researchers have out lined the relationship between early marriage and high school dropout rate of girls.

A survey conducted by UNESCO in some countries of Africa show that early marriage is traditionally considered as important for young girls, subjects as they are to community value. For instance, in Tanzania, the society considers adolescent girls as something that is going to be decaying unless used as soon as it is ripe (UNESCO, 1995). Another study on the Massai tribes of Kenya indicates that the Massai culture is polygamous and a man's wealth is determined by the number of children he has. A daughter's marriage increase the wealth of her family through combined cattle and cash dowries, and ever since a girl joins her husband's family upon marriage her father is relieved from help (Akaranga, 1995). In Ethiopia, colclough et.al (2003) indicated that girls are married as early as eight years of age and almost half of the girls who had never enrolled in school and one third of those who had dropped out were either married or divorced.

Teenage pregnancy is another cultural constraint to girls' survival rate in education system. Girls dropout due to unwanted pregnancy at their early years and/or repeat grades due to lack of adequate time for study and readiness to take exam (Carl-Hill, 2002). It is also to be noted that free sexual intercourse has increased among teenagers of schools and is not always "safe". As a

result, a number of school girls are exposed to early pregnancy which is an obstacle to their learning. Also, most pregnant girls try to abort by methods that are often 'archaic' and dangerous to their survival (Nigatoloum, 1987:53). In conformity with this, Ediger (1987); Jabre; (1998); Natriello, Mc Dill and Pallas, (1985); and Assefaw and Mena, (1995) have reported that teenage pregnancy of unmarried girls appear to be epidemic in society and is known as the major cause of school dropout among females.

2.1.2.2.3 Traditional Outlook on Girl's Education

Different societies reflect gender bias in accessing education for their children (in favors of boys than girls). The gender role division of labor strongly placed girls at their disadvantage position. Girls have significant contribution in the household by preparing food, cooking, fetching water, looking after siblings etc that are vital for housed production and reproduction. This contribution is unrecognized and unrewarded (Colocough et.al, 2003). There is also a wrong believe that the rate of returns to education for girls are less than that of boys because the latter remain at home. This is also true in the Ethiopian case and said it is the missed piece in the development puzzle of our country (Seyoum, 1986). Therefore, the presence of wrong parental attitude towards their daughter's education affects their enrolment, persistence and achievement in the system.

2.1.2.2. Socio-Economic Constraints

Various studies have shown there is a strong positive relationship between Socio-economic status and pupil's progress and academic achievement (UNESCO-UNICEF, (1987); Simmons and Alexander, (1980); Fasil et.al, (1975). According to Fasil et.al (1975) about 10t025 percent of the variation in achievement scores among pupils is the function of family socio-economic differences that can be measured by economic, education and occupational level attained. Similarly, evidence, from Latin America and Caribbean showed that the majority of repeaters and/or dropouts belong to families of low socio-economic background (UNESCO-UNICEF, 1987).

2.1.2.2.1. Poverty

Poverty is defined in different ways unemployment, lack of land, inability to educate children etc. But for many writers poverty is a general term for inability to meet the most basic human needs (UNESCO, 2002). It is clear that parents with poor economic status may have difficulty in

providing their children with exercise books, pens and pencils and buying uniforms. Moreover, child labor is used as a mean of strengthen the income of a given household (Steven, 1993:392).

A study made in primary education of rural Pakistan shows that poverty is the main reason for children dropout of school (Taylor and Munhall, 1979:9). A similar study by Bishop Reveal that the reason for dropout lies in socio-economic condition of the people concerned i.e. their poverty e.g. inability to pay school fees, withdrawal of older children to herd cattle, sickness due to malnutrition and lack of medical care and for girls (Bishop, 1994:3). Pertaining to data from primary schools of Brazil, Graham-Brown (1991) on his part documents that the rate of early school leavers of low-income families children are three times more than those from higher income families.

Economically better off parents are able to provide their children with the necessary learning facilities and attach high value to the education of their children (Tanguaine, 1990).

Other source also displayed that many children didn't go to school or stay in school because school fees, books, pencils and other supplies, uniforms or other required clothing, transportation to and from school costs them more than their family could afford. Given that rural households are more sensitive to schooling costs, even small change could have an impact on rural households and would lead to higher drop-out rate than similar charges in urban areas. Anderson (1992) and Lockheed and Verspoor (1991) uncovered that several countries have attempted to reduce direct costs of education for rural children and girls. Some of the measures taken include abolition of school fees, covering the costs of instructional or education material like exercise books, and other facilities, offering free or subsidized transportation, providing school feeding programs, boarding facilities so as to overcome or reduce the impact of household poverty on the education of children.

2.1.2.2.2 Parental Educational Background

As one of socio-economic factor, parent's educational level is an important factor that determines pupil's survival rate in school (Hyde, 1989). According to Hyde, educated parents are more likely not only to send their children to schools but also to keep them in school until they complete a given educational cycle. In conformity with this, Rumberger (1987) contends that the higher the level of parent's literacy, the lower the rates of dropout among their children. This seems due to

the fact that the more educated the parents are, the higher the value they give for education of their children.

Study carried out on factors that affects school attendance in rural areas of Botswana indicated that parents' education level is among causes for low school participation rate (Shresta, 1986). Dunca (1984) also contends that in developing countries pupils from illiterate parent hardly complete even primary education within intended time.

UNESCO, 1998, Philip Verwimp (1996) summarized the importance of parental education as follows: Educated parents have the skill to help children in homework; Educated parents can devote more resources to education than other parents can and Educated parents stimulate and motivate their children strongly. On the other hand, parents who are illiterate do not actively participate in school affair nor do they understand school objective. Thus, there will be littler no support provided for the child.

2.1.2.2.3. Costs of Education

Regularly attending education and completing a given cycle within intended time carry with it different types of costs; direct cost, in-kind cost, monetary cost and opportunity cost (Wagner, (1993); Carr-Hill, (2002); Graham-Brown (1991); Action aid, (2003).

In many developing countries including Ethiopia, primary education is "free" of any direct costs or what is known as user fees. In practice however, parents still making some financial contributions, for example, for books, school maintenance fund, sport fee etc. (Action-Aid 2003). As put by Action-Aid (2003), the total costs of all these and other pose a potential burden on poor families, particularly (but not only) those with large number of students in school. As a result, decision may be made on not only the number of children who should stay in educational system but also on the level (cycle) of school to be completed by those who remain in the school. Therefore, abolition of all user fees may be one step towards enhancing survival rate.

In primary school particularly for those children whose main reason to quit school early lack of educational expenses

In-kind cost is also another obstacle to further schooling in most rural areas of developing countries. In-kind cost, as Wagner (1993) describes it, includes costs of child labor engaged in

any income generating activities. In most of developing countries, children as young as five or six engaged in income generating tasks as "street vendors, dodging in and-out of the traffic jams to sell chewing gum, news paper. ... ". Thus, by sending them to school and keeping them there their families will loss a real income on which they depend (Graham-Brown, 1991:52). Hence, in-kind cost is one of the push and pull factors in deciding further education of a child.

Another important cost of education that considered as major determinant factor for further schooling for children of poor families is money costs of education which include costs of school materials, food, cloth health etc. Particularly, these types of costs are believed to have considerable effect among pastoralist, who is very poor in terms of cash income, whatever number of animal they have. The cost of child labor at home is also another major reason for high dropout rate in rural areas of many developing countries (Wagner, 1993). For instance, study carried out in pastoral area of Uganda shows that a large number of children leave school due to their pre-occupation with fishing and cattle keeping.

On top of the above-mentioned costs, there is also an opportunity cost for parents keeping children in school as child's time can be of economic importance to the family. That is, there is a wide range of tasks that both boys and girls in rural areas are expected to carry out. Therefore, sending them to school and keeping them till they complete a given educational level imposes additional non-cash cost on families. This opportunity cost finally lead to child dropping out of school, as he/she is highly required to involve in domestic work. In most Africa countries including Ethiopia, the school year takes little account of seasonal factors that believed to have high contribution to opportunity cost problem.

2.1.2.2.4. Demand for Child Labor

Child labor is very essential in the livelihood of most developing countries. Children's of developing countries are often productive from quite an early age; most families need them to work at home or in the field (Odega and Henveld, 1995). Schooling has high opportunity cost to them to send children to school. Especially in rural areas, children spend more time working than those in urban areas.

The magnitude of the problem of child labor is indicated by different studies. The international labor organization (ILO) estimated that 250 million children between the ages of 5 and 14 are

toiling in the work force of developing countries. About half of these children work full time, while the rest combine work with schooling or other non economic activities. In relative terms, 41 % of children aged 5-14 years in Africa are working, compared with about 21 % in Asia, 17% in Latin America and 10% in Oceania (UNESCO, 1998). Similarly, many studies conducted in different parts of Ethiopia indicate that the main reason for drop out and repetition is parents demand for the labor of their sibling. Although both were involved in activities outside of school time, girls were found taking on more domestic responsibilities in which they were involved for longer hours than boys.

The demand for child labor is extremely high in a situation where struggle for survival is made. Here, the quotation of Govind (2003) is worth mentioning.

In an economy dominated by struggle for survival option are limited since, education does not provide any visible and immediate benefit and often the disadvantaged are compelled by circumstance not to see beyond their present state, the participation of their children in education also become limited .

In the case of our country, (Colclough et.al (2003) pointed out that many children of both sexes, who enroll in September, at the beginning of school year; leave by November because demands on their labor during harvest time is great. In some cases, they re-enroll the following year in the same grade but again, find themselves, unable to complete the year.

Colclough et al. (2003) and Tilaye (1997) pointed out that the opportunity cost of sending female students to school is higher than that of male students. This is because female students shoulder the responsibility of most household chores. Moreover, parents assume that the rate of return for girls goes to her husband while that of boys belongs to house hold family members. In general, child labor's highly needs especially in poor rural areas and found to be the cause of drop out of students.

2.1.2.2.5. Family Size (Structure)

Family size has been an important variable affecting success or failure in school. Even when the socio-economic status of the family is held constant, family size has a recognizable effect on pupils' success or failure (Floud et.al as cited in Dale and Griffity 1970).

What makes the effect of this factor significant is related to the material share each individual can have in the family. The larger the family sizes the smaller the share of each individual which could have an adverse effect on academic progress. Astone and McLanahan (1991) focused on family structure and parental practices as factors for school completion. They found that children in families with two birth parents receive more parental encourage and attention with respect to educational activities than children from non-intact families.

In addition, Aston and McLanahan found that children from single parent and step-parent families are more likely to exhibit signs of school disengagement than children who live with both parents.

2.1.2.2.6. Parents' Income and Types of Occupation

Various researchers (World Bank, 1980; Patrinos and PsacharoPaulos1996; Hallak, 1990) confirm that the level of family income greatly determine the chance of pupils survival in education system. According to World Bank report (1980), the economic profiles of dropout shows that the problem is mostly prevalent among pupils from low level economic background. Patrinos and PasacharoPoulos (1996) and Simmans (1980) also report that pupils from low income families would likely be poor academically and also have high tendency of dropout of school than those economically privileged once. Pertaining to data from primary schools of Brazil, Graham-Brown (1991) on his part documents that the rate of early school leavers of low income families children are three time more than those from higher income families.

Another determinant factor for pupils to dropout of school's is parents' occupational type. It is well organized that children from farmers and other blue-collar background families had lower survival rate in school than those from trading, professional and white-collar families. In line with this, study in pastoral Massai people indicate that students whose parents are government employee or professional workers were found to have better school attendance and survival rate in school than those whose parents are pastoralist or agro-pastoralists. Similarly unskilled wage earners children tend to have higher achievement level than pupils from families where agriculture is given as a major occupation (Goham, 1980:51).

2.1.2.2.7. Poor Employment Opportunities for Graduates

Studies show that the extent to which children are educated and the proportion of graduate employed have a positive relationship (Zenebework, 1976; Elleni, 1995). In conformity to this Sadik (1990) points that children's schools completion increase when it is accompanied by better employment opportunities. On the contrary, low employment opportunities for the educated ones may lead to poor motivation of learners which in turn greatly perturbs their schooling. As a result, withdrawal from school occurs (Jursild, 1969).

Moreover, Hyde (1989) maintains the view point that, labor market opportunities play significant role in influencing parents' decision to send their children to school and keep them longer. When employment opportunities, for educated youth are low, parents respond to this by withholding their Younger children before completing their course (king and Bellew, 1990). Today it is becoming chronic that in most developing countries like Ethiopia, a number of high schools and higher institution graduate remain unemployed for a long time, which puts the education system internally and externally inefficient (Coombs, 1985; Haddad, 1981; Elleni, 1995). One reason for this is that the urban modern who provides more secure and much better paying jobs is so limited in size that its capacity to absorb additional entrants is negligible. Moreover, government bureaucracies and the service sector in general, which are the traditional source of employment for educated persons are already saturated (Elleni, 1995; Coombs, 1985).

This trend has frustrated both parents and children. As a result, majority of youth end up stopping any more schooling and find other means. Reviewing the available literature on unemployment problem also shows that low employment opportunities of educated person affects girls' dropout rate more adversely than boys' because the problem is more sever among women than among men (UNESCO, 1984; Zenebework, 1976; World Bank, 1987). Given the general attitude of the society toward women employment opportunities and training priorities are offered to men. For instance, some prestigious professions like administration or management which require highly trained skills dominated by male monopolies.

Women are, except in very few cases, left with clerical, nursing, janitor and similar jobs (Genet, 1991: 1 Anbesu, 1992; Ababayehu, 1995; Zenebework, 1976).

Due to this, a number of teenage school girls may develop negative attitude toward schooling and parents may ask for themselves, why kill time for lower rate of return in girls' education? The end result of this could be dropping out of school. In similar way, the finding of a study conducted in China revealed that since parents believe there is no guaranteed job allocation by government after graduation from secondary schools, instead the graduate find their own employment. Then why one should bother to continue schooling. Hence the parents prefer learning trade early make money than continual schooling (Weizlti and Xiang, 1989).

2.1.3. Consequences for drop out

2.1.3.1 Economic Consequences.

Learners who drop out of school are at an economic disadvantage due to the fact that their unemployment rate is significantly higher than that of others that complete their grades. Furthermore, they earn significantly less over their lifetimes than other who had graduated (Grubb, 1999, as cited in McWhirter, 2007). Learners who do not complete their schooling may lack the skills to compete in a job market that requires highly developed technical skills and may then become dependent on society (McWhirter et al., 2007).

2.1.3.2 Psycho-Social Consequences

Dropping out of school often has an effect on the psychological well-being of individuals. Learners who drop out of school may experience dissatisfaction with themselves, the environment and their lack of opportunities, and may in turn regret their decision to leave school because of negative consequences, such as having to live in lower socio-economic circumstances (Kortering and Braziel, 1999, as cited in McWhirter, 2007).

In addition, it increases the likelihood of unwanted pregnancies, alcohol and drug abuse, criminal activities, and other social problems (Cohen, 1993; Orthner and Randolph, 1999, as cited in McWhirter, 2007). As parents, due to earning low wages, early school leavers may have to work long hours in order to provide for their families, which would make it difficult to spend quality time with their children. This may have a negative effect on their relationship with their families. As individuals who dropped out of school have lower personal occupational aspirations than their peers who graduated, they may in turn also have lower educational expectations for their own children (McWhirter et al., 2007).

A more thorough understanding of this philosophy can help us comprehend how learners make sense of the world around them. Post-modern social constructivism focuses on the philosophy of knowledge and theorists of this era are concerned and interested in how people know, as well as what people know. It values the human participation in the construction of knowledge and believes that human beings are active agent in their own development.

Knowledge is obtained through the individual's interaction with the world and is dependent on the social and cultural context. It is based on the assumption that reality can only be known by those who personally experience it (Eloff, Maree and Ebersohn, 2006).

To fully understand this philosophy, it important to look at two theorists who were forerunners in this way of thinking, namely piaget and Levvygotsky (a Russian theorist).Piaget (1970) believed that knowledge is actively and individually constructed through assimilation (where new knowledge is added and fitted into existing knowledge) and accommodation (Where new 13 information is contradictory to existing knowledge and adjustment have to be made to fit the new knowledge) (Sands, Koziieski and French, 2000). This knowledge is continuously organized and re-organized to reach a dynamic balance of adaptation and integration of knowledge Donald, Lazarus and Lowana, 2002).

Cognitive construction is therefore a learning process of internal mental construction of new knowledge, where new experiences are incorporated with existing learned experiences through analysis and interpretation. Children therefore develop their understanding and gain their skills mainly by interacting with others who are more knowledgeable.

According to this philosophy, children extend their problem-solving skills by learning from the expertise of others (Wait et al., 2005). It means that the learners are an active participant and practically responsible for what happens in the learning process. This implies that learners depend on parents and teachers to act as role models to help them make sense of their world. If this is not possible, due to contextual circumstances, such as single -parent families, or unsupportive learner/teacher relationships, learners may find it difficult to cope at school and drop out before completing their studies.

Vygotsky (1896-1934) believed that knowledge is a social construction that is learned through social interaction and this varies across different social contexts and historical times. Individuals

cannot be separated from their social contexts, and are therefore challenges to make sense of these contexts and systems such as the family, school and wider society and physical environments. They are therefore influenced by these contexts and by what they hear and see (poplin, 1988).

Learners in one class or one school would therefore have been influenced by these contexts and by what they hear and see (poplin, 1988). Learners in one class or one school would therefore have been influenced differently by the systems involved in their lives, such as their family and the way they were raised, the moral and cultural values that impacted on them, the schools they attended ,and so for them. From this they construct meaning and develop an understanding of what happens in society.

Briemer and Pauli (1971:15) define dropout as "a pupil who leaves school before the end of the final year of the educational stage in which he is enrolled". They further emphasize that completing a given level but failing to continue to the other higher level of a school system does not constitute a dropping out condition. There are three categories of theories that explain why dropouts abandon school... These categories are "drop-out", "Pull-out" or "push-out" theories (Glennie and Stem, 2002: 1 0).

The classification includes both the in school and out of school reason for dropping out. "Dropout" refers to attributes of the individual that participate early school departure. Factors like readiness and attitude of the student, health problems and malnutrition are example of the theory. This theory considers student personal characteristics as factor for dropping out of school. The second theory is the "pull-out" theory, which refers to factors that make students to measure the cost and benefit of staying in schools.

Employment opportunities are example of pullout factors that attract students to drop out of school. Some other reasons like family liability that may be exceptional felt by student are considered as pullout factor.

The third one is the "push-out" theory. This theory focuses on school factors that dispirit students from continuing with their education. Unattractive school condition, policy Irregularities are some of the example that can act as push factor to students.

The tendency for students to dropout is also associated with their school experiences like dislike of school; low academic achievement, retention at grade level; a sense that teachers and administrators do not care about students; and inability to feel comfortable in a large, depersonalized school setting (U.S. Department of Education, 1993:31). In school factors that deter the attendance of students can be categorized as "push-out" factors. The first and most important reason for dropping out, especially in the developing countries is the 'pull out' factor. The need for having a time that would be used to sell the labor and in return get a means of subsistence in which the family or the individual would contribute to a greater proportion of school dropouts. This may be seen as an economic advantage at the individual or family level. This is more elaborated by Suleiman (2002:3) as follows:

The time allocated for school attendance is input in the education process, which could be used to participate more fully in the labor market or home production, and therefore school time represents forgone earnings or gains to households-an indirect cost of education. In addition to the time demand for the students, families are also required to cover other direct cost expense that are used to cover the schooling costs of their children. A direct cost include the cost expended to buy school uniforms, text books, to pay school fees, transportation expenses, etc. this is an additional cost that further minimizes the household budget. Because most families may not be able to afford the schooling expense, some or all of their children may drop out of school to be employed in income generating options to support the household. Other studies emphasize that family background of students as the major factor that contributes for dropping out.

The utmost predictors that a student is likely to drop out are family characteristics such as: socio economic status, family structure, family stress (e.g. death, divorce, family moves), and the mother's age. Students who come from families with low socio-economic status, the children of single, young, unemployed mother, or children those who were exposed to high degrees of family pressure are more likely to drop out of school than other students. Of all mentioned characteristics, low socio economic status has a strong relationship with students' tendency to drop out. In one study, for example, students of lower socio economic status had a dropout rate four time higher than that of students of a higher socio economic status(Alexander,EntwisleandKabban:2001:5;Suliman2002:4).

Economically, education is an important vehicle to increase economic growth of society, in particular by improving the productivity of the labor. Hence, failure to do so because of inefficiency makes it difficult to test fruit obtained from it. Moreover, dropping out of school undermines the effort to reduce adult literacy like trying to drain a sink that is being filled at the same time by the tap (UNESCO, 1998).

The problem of dropout also affects the individual who leaves schools before they complete a certain education level. Not completing may mean losing the skills and knowledge that might have been used to be employed better and learn better incomes. As a result, school dropouts have a lower likelihood of participating in a more proactive and beneficial work positions that could have brought a high level of income. Glennie and Stearns (2002:5) stressed that: Dropping out of school has negative consequences for individuals throughout their lives.

In an economy where education largely determines pay and occupation, school dropouts hold a disadvantaged position. Without credentials and training, they are less likely to participate in the labor force than other adults, and if they are able to find paid work, they often become mired in low wage jobs with few advancement opportunities. Dropout may also bring negative social consequences. There are cases where dropout youth become involved in activities that are considered as evil by the society. Studies show that most dropouts from higher-grade levels tend to have a higher level of alcohol consumption and as a result poor mental and physical health. Dropouts, if they are idle, may have greater likelihood of committing criminal acts and a higher probability of becoming dependent on family and government welfare than people with higher educational attainment. In general, the rate of engagement in high-risk behaviors such as premature sexual activity, early pregnancy, delinquency, crime, violence, alcohol and Drug abuse, and suicide has been found to be significantly higher among dropout (Rumberger, 1987). According to McWhirter et al. (2007, 127) a dropout can be defined as a pupil who leaves school before graduation and before completing a program of study. Internationally there is several understanding of dropout. In the United States of America the following two classifications are used, namely event dropouts and status drop outs. Event dropouts are learners who withdraw from school during a certain time frame, such as a given school year. Status dropouts are youths between the ages of 16 and 24 who are not enrolled and are out of school

without having completed a state approved educational program (McWhirter et al., 2007, P.127; progress Report, 2007).

In addition, if the learner is absent due to a transfer to another public school or a result of suspension or school excused illness or death, it does not constitute dropout (progress Report, 2007). Masista(2006) pointed out that such individuals may either drop out of school or other higher education institutions. In this article the term dropout refers to learners who leave school after the secondary cycle phase (9-11) and before matriculating. McWhirter et al. (2007) expressed the value of considering four different " dropout types" when designing interventions as identified by Jansoz and colleagues (2000, as cited in McWhirter et al., 2007, 134). Disengaged dropouts show relatively high achievement grades, despite lack of involvement in school amateurs, and minimal educational aspirations. Low -achiever dropouts have very little commitment to education, achieve poor grades, but do not demonstrate too may behavioral problems. Quiet dropouts display few external problems, but perform poorly at school.

They appear to regard school attendance and school involvement as important and do not often misbehave or require discipline. Other is usually an aware of them until they drop out of school. School dropouts are often disciplined due to misbehavior. They show weak commitment to education and school performance and lack of involvement (McWhirter et al., 2007). McWhirter et al.(2007) stressed that consideration should be given to the instructional environment, as it can have an impact on the learners' dislike for school, their lack of motivation and their self-concept. They argue that low achieving at -risk students are handled differently to students that show high academic achievement, which in turn contributes to them leaving school (Janosz, LeBlance, Boulerice and Tremblay (2000), as cited In McWhirter et al. (2007) recommend that efforts to prevent learners from leaving School should focus on reducing antisocial behavioral, increasing academic achievements, and improving interaction with other students and adults in order to encourage positive school commitment.

CHAPTER THREE

Research Design and Methodology

3.1. Introduction

This part of the study presents the research design and methodology. It contains research methodology, data sources, sample and sampling techniques, data collection instrument, procedures of data collection and method of data analysis.

3.2 Design of the study

The design for the study was the descriptive survey research design for sample that was selected from all secondary schools in Gambella because using descriptive survey method was decided to be possible since it enabled to identify the present conditions and point out the immediate status of a phenomenon. Moreover, it helped to examine the relationship of traits and characteristics (trends and pattern) (Singh, 2007). The study design set up the framework for study and is the blue print of the Researcher. And also it is useful in describing the characteristics even when analyzing multiple variables. Many questions can be asked about a given topic giving considerable flexibility to an analysis, the design methods of data collection like questionnaires and interview methods and it makes use of standardized questions where reliability of the items can be determined (Gay, 2002).

3.3 Sources of data

The researcher used both primary and secondary sources of data, the primary data source was school teachers and principals in touches with parent because researcher doing that in order to get relevant information for being in face to face with them.

And the secondary sources of data were Gambella Education Bureau annual reports, Schools brochure and different schools level records or class attendances.

3.4. Population of the study

The population of the study was students of all Gambella secondary schools located in the town, teachers, principals, and PTA were also included in the study as the researcher believes that they could be the right source of information.

3.5 Sample size and Sampling technique

Both probability and non-probability sampling technique were used in this study. Currently there are six (6) secondary schools in Gambella and cluster sampling was used for three schools. According to Mugenda and Mugenda (1999), a sample is a sub-group obtained from the accessible population carefully selected so as to be representative of the whole population with the relevant characteristics and also added that for descriptive survey 10% is enough samples to be used, the researcher used simple random sampling for fifteen teachers from sampled schools with **lottery method**, and students since they were large in number the researcher used 15 students with cluster sampling technique from each three Governments Secondary Schools found in their class rooms together they were 30 questionnaires respondents and purposive sampling techniques used for 6 school principals, Eight(8) PTA members from each three schools meant 14 interview respondents and all were 44 respondents out of 316, because of this simple-random sampling technique was appropriate to use in order for them to have equal opportunity of being selected as Sample, cluster sampling used for schools and students being together as unit to have chance to be selected and purposive sampling technique the researcher used his own selection for Qualitative Research Design and the researcher used calculation of percentage based on sources(Ntonjiramwinjrwa,2016:23) formula $=n*100/N$ where n=sample size N=for targeted population.

Table Summary of sample size and population

No. Schools	Teachers		%	Students		%	Sampling technique	Principals		%	PTA		%	Sampling technique	%
	Total	Sample		Total	Sample			Total	sample		Total	Sample			
1.Gambella Se/school	17	5	29	104	6	6	“ ”	3	2	67	3	2	67	“ ”	
2.New land Se/school	14	5	42	100	5	5	“ ”	3	3	100	4	4	100	“ ”	
3.Prison Se/school	12	5	42	53	4	7	“ ”	1	1	100	2	2	100	“ ”	
Total Sample population	43	15		257	15			7	6		9	8		44/316	13%

3.6 Data Collection Instruments

3.6.1. Questionnaire

Researcher administered questionnaire with English Language in two sections first section was prepared for school teachers and second sections for students these questionnaire are selected as a means of data collection tools because it enabled to get information from widely dispersed sample population and make researchers economize their time and save expense either for transport and provides a high proportion of usable responses (Best and Khan, 2003; Seyoum and Ayalew, 1987). It also helped to obtain unbiased factual data, opinions and attitude in structural frame work from respondents. The questionnaire included both close ended items and open ended items prepared for two groups of respondents: students, teachers .Open ended questions are justified due to the fact that it calls for a free response in the respondents own words (Best and Khan, 2003).

3.6.2 Interview

The researcher administered Semi-structured interview question in advance and used interviewing six(6) school principal selected from all three sample schools population with English language since it used in schools as mean of communication and conducted for half hour in schools compounds ,and Eight PTA members(8) were interviewed in an hour with local language Nuer and Anyua because some parents were not well in English, the researcher did that to restrict varies of communication because using semi-structured interview could permit the exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allowed better flexibility for the interviewer and interviewee to have better chance explaining more explicitly what he/she known on the issue (Best and Kahn, 2003). Moreover, it enabled to obtain detail information on the efficiency of the system.

3.6.3. Documentary Data

As the last form of data collection tool, document analysis was conducted from students rosters for that concerned schools, quarterly reports, magazines, Educational annual statistical reports and schools brochures' prepared yearly by Education Bureau public relation Department and different statistical reports of schools.

3.7 .Procedure of data collection

The Researcher firstly read the literature review and developed both open ended and close ended questionnaires in two sections based on the idea related to the research Objectives then, the developed questionnaires were given to advisor for approval whether they are correctly constructed or matched with Research questions so when the questionnaires were accepted to be workable then the researcher received the letters of cooperation from AAU, in order to get access to all necessary information sources from the sample Secondary Schools.

After that, when the researcher has arrived to destinations schools samples the questionnaires were distributed to the respondents with the help of school principals, homeroom teachers and researcher gave general orientation about objective of the questionnaires and its main parts and how each was going to be filled by the respondents with time of completion by giving follow up the way they were going to do it and when to returned them to the researcher.

Interview was conducted with sample school principals, PTA, and the objective of the study was briefing to the interviewee; the time of their utmost convenience to hold the session and the researcher has expanded all sorts of efforts to create a positive atmosphere during the conduct of the session while at the same time not forgetting reading and utilizing all kinds of emotional cues.

3.8. Variables of the Study

The researcher analyzed data by looking at two variables as causes and effect to the students drop out. These variables are Independent variables: - The independent variables for the study were school related Factors, socio-economic factors, cultural factors and factors related to the students themselves and dependent variable: - for this study was measured in terms of drop-out.

3.9Method of data analysis

Different statistical tools like percentage, frequency, mean, and inferential statistical or statistical package for social sciences (SPSS) programs were used by researcher to analyze and interpret data and the raw data from the field was summarized, coded, edited and computerized through synthesizing information from the questionnaires using SPSS (Macmillan,2008).

The choice of tools that researcher used indicate the nature of the data that collected and its objective of the study and integration of qualitative and quantitative data analysis were employed as well. The data obtained through documents analysis and questionnaire were checked, arranged and organized into tables for simplicity and better understanding. In addition, data which obtained from open ended questions interview and was summarized using word expression and supplemented to the main interpretation. The researcher analyzed data separately the results obtained through document analysis (secondary source) in one hand and the data collected by using questionnaires, interview and (primary source) in another hand.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter has two parts; the first part deals about characteristics of the respondents; and the second part presents the analysis and interpretation of the main data.

The objective of this study was about to find out The Causes for Students' dropout in Government Secondary Schools. Both quantitative and qualitative data were gathered by using questionnaire, interview and document analysis. The data gathered through interview was suggested to complement the quantitative data. Moreover, document analysis was conducted with Statistical Secondary Schools documents for Students drop out especially year 2010 E.C/2018 G.C__2011 E.C/2019 G.C prepared quarterly by Education Bureau. The questionnaires were distributed to 30 respondents both Teachers and Students all copies were returned properly. The returned rate of questionnaire copies was 30 copies.

Table 1, the Trend of Dropout Rates (%) in the sample schools, 2018 G.C__2019G.C

Schools	Grade	Total Students	2018 G.c academic year of enrolment		Drop out		%		Total of students	2011 G.c academic year of enrolment		Drop out		%	
			M	F	M	F	M	F		M	F	M	F	M	F
Gambella Se/P/School	9-10	151	M	F	M	F	M	F	104	M	F	M	F	M	F
			125	26	27	13	19	8.6		95	1	10	5	9	4
New land Se/School	9-10	150	M	F	M	F	M	F	100	M	F	M	F	M	F
			138	12	21	7	14	4.6		90	10	10	4	10	4
Prison ad/Se/School	9-10	85	M	F	M	F	M	F	53	M	F	M	F	M	F
			75	10	8	5	9	5		49	4	5	2	9	4
Total	9-10	385					21%		257					14%	

Sources students' attendances from sample schools and education bureau magazines

As observe from table1, on two consecutive academic years about the enrolment rate of students in three selected Secondary Schools with its dropout rate, in the year 2018 G.C from Gambella

Secondary School male and female drop out were slightly different 19% from male students were drop out from school while only 8.6% of female students drop out in that year, so based on statistical documents analyzed the majority of students drop out in Gambella secondary school were male, and again in the same year 2018 G.c at New land secondary School male hold 14% from drop out while female students had 4.6% on their dropout rate, as the sources indicated male students were more sever for drop out than female or might be that's because their number has become less at the beginning of enrolment. In other hand Prison Administration Secondary School 9% of students were male, 5% of students were female meant that majority of students who dropped out were male in the same year 2018 G.c. so in general from 2018 G.C/2010 E.C in three Secondary schools male students drop out ranged from 9% to 19% while Female students drop out ranged from 4.6% to 8.6% with total of 21% respectively, which mean that male were mostly affected by school dropout than female. In the same table the rate for students drop from Gambella Secondary both female students and male in the year 2019G.c/2011 E.C has also shown on the above table 9% of students were male while 4% of students were female, then the data indicated again the more targeted for drop out were male, in the same year 2019 G.C/2011E.C in New land Secondary School 10% of drop out were male students while 4% of drop out were female, it showed that the majority with high dropout rate were male, and in Prison Administration Secondary School the same condition has happened 9% of drop out were male and only 4% rate of drop out were female, which meant that male students were more victimized with high drop out in that year 2019G.C/2011 E.C. Generally male drop out ranged from 9% to 10% and female only from 4% in the year 2019 G.C/2011 E.C with total 14%, so this indicated a big different of gender pupils drop out and the year that had high rate of students drop that's 2018 G.C/2010 E.

Table2. Characteristics of Students respondents

		Frequency	Percent	Valid percent	Cumulative percent	Mean
Sex	Male	13	86.7	86.7	86.7	1.1333
	Female	2	13.3	13.3	13.3	
	Total	15	100.0	100.0	100.0	
Age	15years	3	20.0	20.0	20.0	2.2000
	16-18 years	6	40.0	40.0	60.0	
	19 and above	6	40.0	40.0		
	Total	15	100.0	100.0	100.0	

As mentioned at the table1 above the majority of Students respondents 13(86.7) were male while 2(13) were female. This shows that there is big Gender gap between Pupil students, which means girls are not allowed by their parents to joint school as compared with the boys or gender bias toward woman schooling and its mean was 13.333, and the respondents were also asked to indicate their age respectively. The Majority of Student 6(40) were the age of 16-18 years and 19 years above while 3(20.0) of the Students were 15 years. It shown that only few Students from 15 years are sent to School in an expected School year/ more sever for drop out with mean of 2.2000

PTA1 was interviewed that how economic background of parent have caused students drop out and said that “children from poor parents frequently withdrawn from school because their parents could not afford their educational expense while children with stable economic at home are persisting their class.”

Table 3, The Students were asked to indicate what extent do students drop out in school

The Extent for students drop out	Frequency	Percent	Valid Percent	Cumulative percent	Mean
To a greater extent	6	40.0	40.0	40.0	1.6667
To some extent	8	53.3	53.3	93.3	
Not at all	1	6.7	6.7	100.0	
Total	15	100.0	100.0		

Table 3 Students Respondents were asked to the level of drop out had reached 8(53.3) of respondents had responded that it reached to some extent 6(40.0) respondents were supported that it reached to a great extent while some respondents 1(6.7) indicated that with not at all to the views. So this shown that drop out has become critical issues since respondents 6(40.0) and 8(53.3) of students responded in that ways and the mean of its analysis was 1.6667.

PTA2 was asked for semi-structured interview that how can family size cause students drop out and replied “that having large family size has contribution for success and failure of students, resources sharing is great challenge for family having many people living in one house and they can’t able to educate their children due to un availability of resources to anybody at home, and added that another way merit of family size was that children with both parent are more advantaged for success than children with no or single parent”. Or one school principal(100%) responded that “ having large family size had some advantage for family with many resources because when that family have children students who are educated then they can direct their brothers to be more educated as well.

Table 4, The Students were asked about the influence of Out-School factors on Students' drop out

Note=SD=strongly disagree=D=disagree=U=undecided=A=agree=SA=strongly agree=T=total

No	Out-of School factors		SD	D	U	A	SA	T/Cu	Mean
1	Lack of material and financial support from parents	F	2	2	2	4	5	15	3.533
		P	13.3	13.3	13.3	26.7	33.3	100	
2	Low employment opportunity in the future	F	-	3	2	4	6	15	3.867
		P	-	20.0	13.3	26.7	40.0	100	
3	Distance student covered by travelling	F	-	3	1	6	5	15	3.867
		P	-	20.0	6.7	40.0	33.3	100	
4	Poverty	F	-	-	2	5	8	15	4.4000
		P	-	-	13.3	33.3	53	100	
5	Early Marriage (Teenage Pregnancy)	F	1	1	3	6	4	15	3.733
		P	6.7	6.7	20.0	40.0	26.7	100	
6	Parents' Attitudes towards Formal Education	F	-	2	2	7	4	15	3.867
		P	-	13.3	13.3	46.7	26.7	100	
7	Traditional Outlook on Girl's Education	F	2	-	2	6	5	15	3.800
		P	13.3	-	13.3	40.0	33.3	100	
8	Parental Educational Background	F	4	-	4	4	3	15	3.1333
		P	26.7	-	26.7	26.7	20.0	100	

In item 1 of table 4, respondents were asked to show the level of their agreement , disagreement Strongly Agree , Agree and Undecided, whether Lack of Material and Financial Support from Parent have any influence on students drop out or not.

Accordingly, 5 (33.3) of respondents strongly agreed on the issues, 4(26.7) of respondents indicated their agreement on the influence of lack of material and financial support from parents on students drop out, while 2(=13.3) of respondents were not decided and 2(13.3) respondents

were disagree on the issues 2 (13.3) respondents has indicated their strongly Disagreements on the issues. So the majority of respondents (4=26.7) and (5= 33.3) shown that Lack of Material and Financial Support from Parents has great influence on students' drop out, so that many students drop out because they lack financial support from parents to buy exercise book, and School Uniform the mean of this analysis was 3.533 score.

PTA3 was interviewed that was there any connection with distant students covered by travelling on students drop out and indicated that “sometimes for instant when the location of school is far away from home where there's no road excess and h/she could not arrive on time in school it could lead them to drop out”

Students were asked for open-ended questions that lack of financial support from parent can causes student's to drop out in order to show their opinion with Yes or No on statement, most of them answered with “yes” by explained that Children with low support from parents have no more probability to achieve their class unless government involves helping those poor families.

It also evidence that from World Bank report (1980), the economic profiles of dropout shows that the problem is mostly prevalent among pupils from low level economic background. Patrinos and Pasacharo Poulos (1996) and Simmans (1980) also report that pupils from low income families would likely be poor academically and also have high tendency of dropout of school than those economically privileged once.

PTA4 asked for semi-structured interview that why traditional outlook on girl education is important on student drop out and the respondent showed his view “that due to traditional perception of considering daughters as future resources for them and their intention is when they send their daughter to school the young boys would play with them and they remained poor”.

As indicated in item 2 of the same table, Students respondents were asked whether or not Low Employment Opportunity has any influence on students 'drop out. 6 (40.0) respondents were strongly Agreed and 4 (26.7) of students respondents were Agreed 3(20.0) of respondents were disagreed and 2(13.3) of students respondents were not decided, the majority of students respondents 6(40.0) & 4(26.7) as seen from the table above s .It shown that Low employment opportunity in the future have great effect on students drop like lack of job creation for graduates the mean for that analysis was 3.867.

PTA5 interviewed that how teacher incompetency be one causes for students drop out, and responded “that the quality of teacher is determined by the change brought to his/ her students and the same is true low qualify teachers are identified by their students in the way they given a lesson in the class room and also incur schools wastage/with many drop out”.

Table4 of item 3 depicts the views of respondents on the effect or influence of distant students covered by travelling on drop, 6 (40.0) and 5 (33.3) of Students respondents asserted their strongly agreement and agreement while 1(6.7) respondents were undecided and 3(20.0) students were disagree respectively .Based on 6 (40.0) &5(33.3) the majority of respondents left Schools or dropped due to distant covered by travelling to school &home where some schools had no excess road with the mean of 3.867.

PTA6 asked for semi-structured interview that what needs to be done as member of School association to help challenge the practice of parent attitude toward formal education, and she given her view “that this act of practice need more campaign through many Medias: poster, brochures to be distributed to any residents with local Languages to have good image on the value of formal education.”

In item 4 of table 4, respondents were asked to show their level of agreement on the influence or effect of early marriage/Teenage pregnancy /on Students drop out. 6 (40.0) and 4(26.7) Students respondents confirmed their strongly agreement and Agreement while 3(20.0) respondents were undecided and 1(6.7) respondents were strongly agree and agree to the issue respectively. Based on 6(40.0) and 4(26.7) of respondents it shown that early marriage was the main obstacle for girls schooling which meant many girls students drop out from school because they were being married at early age with the mean of 3.733

PTA7 Interviewed that what she thought as major Environmental factors /Extraneous/ that has great influence on students’ dropout in their local school and replied “that early married/teenage pregnancy, Conflict that result as poverty, and traditional outlook on girl education are most important factor for students drop out and not only female early marriage even when young boys got married early he can’t be able to continue his class, and expected to work for his family”.

In item 5 of table 4, respondents were asked to portray the way they are looking for the influence or effect of the Local Poverty on Students drop out. 8 (53.0) and 5(33.3) Students

respondents confirmed their strongly agreement and Agreement while 2(13.3) respondents were undecided the issues. Based on 8(40.0) and 5(33.3) of students respondents it shown that the majority of Secondary Schools in Gamble Students lack food and money to buy exercise book and soon and that is the reason why they had left school or drop out to run their home activities or making themselves, and the mean was 4.4000

In item 6 of table 4, respondents were asked about the attitude of their families toward formal education on Students drop out. 7 (46.7) and 4(26.7) Students respondents confirmed their strongly agreement and Agreement while 2(13.3) respondents were undecided and disagree the issues. Based on 7(46.7) and 4(26.7) of students respondents it shown that the majority of students parental attitude toward formal education is not good they want some of their children to learnt in Non-formal Education provided to Adult people as option for when a child missed normal class as result of all needed in formal education like School Uniform, buying exercise book and pen and the mean was 3.867

PTA asked for semi-structured interview that what she thought as specific pupil related variable that cause school dropout, and replied “that lack of interest to ward learning, failure in studying hard, and disciplinary problem are the specific problem that many schools are facing here”.

In item 7 Table 4. Depicts the views of respondents on the effect or influence of traditional outlook of Girl Education on students’ drop, 6 (40.0) and 5 (33.3) of Students respondents asserted their strongly agreement and agreement while 2(13.3) respondents were strongly disagree. Based on 6 (40.0) &5(33.3) the majority of students left Schools or dropped due to attitude of their parents toward girl education, so based on some culture in Gambella, people consider girls as sources of income and they look that when they sent their children to School, young boys would play with them and they remained poor, so for that case young girl left school before year completed and with the mean of 3.800

In item 8 of the same table, Students respondents were asked whether or Educational background of parent have influence on students ‘drop out or not. 3 (20.0) respondents were strongly Agreed and 4 (26.7) of students respondents were Agreed 4(26.7) of respondents were Strongly disagree to the issues and 4(26.7) of students respondents were un decided, the majority of students respondents 4(26.7) they are agreed & 4(26.7) strongly disagreed students as seen from the table

above. It shown that there is more influence on students drop out in relation with parental education, and Educate parents can force their children to reach the level they has reached or beyond them and the mean for this analysis was 3.1333

Students were asked for the open-ended questions that lack of parental Education can causes student’s to drop out, in order to show their opinion with Yes or No on statement, most of them answered with “yes” by explained that there is a positive correlation between the educational background of the parent and the dropout situation of the students. As finding imply respondents 4(26.7) were agreed that Educated parents can force their children to reach the level they had reached or beyond them while uneducated parents were not bother whether their children are willing to school or not and again child with educated parent are being shaped when both or one of their parent was clever in class .

Table 5 Characteristics of Teachers

Teachers were asked to fill their Sex and age under provided table here

		Frequency	Percent	Valid Percent	Cumulative percent	Mean
Sex	Male	11	73.3	73.3	73.3	1.267
	Female	4	26.7	26.7	100.0	
	Total	15	100.0	100.0		
Age	26-30	8	53.3	53.3	53.3	2.8000
	31-35	2	13.3	13.3	66.7	
	36 and above	5	33.3	33.3		
Total		15	100	100	100	

From the table5 above the teachers were asked to identify his /her gender and age, a majority of the teacher’s respondents were male 11 (73.3) and 4(26.7) of teachers respondents were female. So it shown that there is unbalanced gender between teachers and Male Teachers number is greater than female mean female participation on the issues to solve students drop out was so less and they could not give balanced views, its mean analysis was 1.267.

In the same table item 2, most of the teachers 8 (53.3) were aged between 26-30 years and 5(33.3) of teachers respondents were 36 and above while the rest respondents 2(13.3) were 31-

35. This means that the majority of Teachers 8(53.3) who gave information were young to have seen trends of dropout on students the mean for that analysis was 2.800.

Table 6, the teachers were asked for the year of services given to Schools

Year of services	Frequency	Percent	Valid Percent	Cumulative percent	Mean
1-5 Years	2	13.3	13.3	13.3	2.1333
6-10 Years	9	60.0	60.0	73.3	
11-15	4	26.7	26.7	100.0	
Total	15	100.0	100.0		

As to the sampled respondents about the total years of services in the schools was shown, 9(60.0) were above 6- 10 years of services, 4 (26.7) were between 11-15 years of service, 2 (13.3) were from 1-5years of services in the schools. These shown that majority of teachers' respondents have many years of services and they could have knowledge about the causes of students drop out and it's mean of analysis was 2.1333

Table 7. The class teachers were asked to state their highest Educational Backgrounds

Educational Background of teachers	Frequency	Percent	Valid Percent	Cumulative percent	Mean
Diploma	2	13.3	13.3	13.3	3.1333
Degree	9	60.0	60.0	73.3	
MA/MSc	4	26.7	26.7	100.0	
Total	15	100.0	100.0		

According to the table7, Most of the teachers 9 (60.0) had a Degree, 4(26.7) had masters and 2(13.3) diploma respectively as their highest level of education, as the highest level of education.

This implies that Teachers respondents who have masters and degree were educated enough to understand why some of their students drop out of school the mean of analysis was 3.1333.

Table 8 teachers’ responses on the level of students’ drop out

Extent of students drop out	Frequency	Percent	Valid Percent	Cumulative percent	Mean
To a great extent	6	40.0	40.0	40.0	1.6667
To some extent	8	53.3	53.3	93.3	
Not at all	1	6.7	6.7	100.0	
Total	15	100.0	100.0		

Table 8 Respondents were asked to the level of drop out reached 8(53.3) had responded that it reached to some extent, 6(40.0) of respondents were supported that it reached to a great extent while some respondents 1(6.7) indicated that with not at all to the views. As majority views of respondents it shown that drop out has reached to the highest level and the mean of its analysis was 1.6667.

Characteristics and role of Schools Principals and PTA members Interviewee

Table 9-Frequency and percentage distribution of Schools principals and PTA interviewee

No		Respondents		Male	Female	%
1	Role of School principals and PTA	PTA	8	4	4	57
		School principals	6	4	2	43
		Total	14			100

From the table 9 above, 43% of the interviewees PTA were males and 43% of them were females. This implied that social role of males and female had balanced, this in turn had impact on student drop out since their role seems to be equal. With regard to the social roles to the interview, 57% were Parent Teacher Association (PTA) members that had been found closely working with their local schools principals (43%) helping them to eliminate students drop out.

Principal1 was interviewed that what the causes for students drop out in schools were and he responded that “all in-schools and out -of schools factors like when student failed to study harder

during an exam time, frequency absenteeism and lack of students interest and poor motivated teachers to teach, use of insulting words to the students, and teachers incompetency were the main causes for students drop out”.

Table 10.The influence of In -School Related Factors on Students’ drop out

No	Teacher related Factors		VH	H	M	L	VL	T/CU	Mean
1	Teacher incompetency	F	3	4	2	3	3	15	2.9333
		P	20.0	26.7	13.3	20	20	100	
2	Poorly Motivated Teachers in their Career	F	3	5	3	3	1	15	2.600
		P	20	33.3	20	20	1.67	100	
3	Shortage of Teachers	F	4	4	2	2	3	15	2.7333
		P	26.7	26.7	13.3	13.3	20	100	
4	Instructive school environment	F	3	3	2	2	5	15	3.2000
		P	20.0	20.0	13.3	13.3	33.3	100	
5.	School Manager related factors/Poor community relation	F	2	5	3	2	3	15	2.9333
		P	13.3	33.3	20	13.3	20	100	
6.	Untrained and Inexperienced School Leadership	F	2	-	6	5	2	15	3.333
		P	13.3	-	40.0	33.3	13.3	100	
7.	Inappropriate School Rules And Regulation	F	1	3	6	2	3	15	3.2000
		P	1.67	20.0	40.0	13.3	20.0	100	

Where VH=Very high H=High M=Medium L=Low VL=Very Low T=Total CU=Cumulative percent

From the Table 10.item1, Teachers 4 (26.7%) indicated that Teachers incompetency has High influence on students’ drop out, 3(20.0) Teacher respondents were indicated their answer with very high, low and very low. So that the majority of respondents 4(26.7) shown that Teacher incompetency had great influence on students drop out the mean was 2.9333.

Item 2 from the same table Teacher respondents 5(33.3) were revealed their views that the influence of poorly of motivated teacher on student drop out is high, the rest of teacher respondents3 (20.0) gave their answer with very high, medium, low and very low to the views.

So based on the teacher respondents 4(26.7) shown that students drop out from schools because of poorly motivated teachers in their career, sometimes they absent to the come to the class and

that led students either to leave class or opted to asks transfer to other schools somewhere the mean for the analysis was 2.600.

Item 3 teachers were asked the level of influence for Shortage of Teachers on students' drop out 4(26.) of teachers respondents indicated their views that the influence of teacher shortage on students drop out is very high, some teacher respondents 3(20.0) responded that its influence is very low while the rest respondents 2(13.3) shown their ideas with medium and low. This indicated that based on teachers respondents 4(26.7) students drop out from school because of teachers' shortage one teacher might teach up to four class/four subjects, so this led students to leaves school since teacher is being busy for teaching many class at the same day the mean for analysis was 2.7333.

Principal 2 was interviewed that how teacher incompetency causes students to dropout in school. He said that "it could lead students to drop out because having qualify teacher had a lot of contribution for students to be motivated to learn while teachers who have no knowledge for their subject matter exhausted their students either to leave school or failed the subject for having wrong image toward their teacher".

Item 4. Teachers respondents were asked about the effect for instructive school environment on students drop out 5(33.3) of teacher respondents portray that its influence is very low, 3(20.0) of respondents indicated that it's very high, and the rest 2(13.3) of respondents gave their ideas that the influence is medium and low. The majority of respondents 5(33.3) had shown that school environment is peaceful and there is no more effect on students drop out, the mean of this analysis was 3.2000.

Item 5 Teachers were asked for the level of contribution of poor community relation with students drop out 5(33.3) of teachers respondents reveal that the influence on students drop out its very high, 3(20.0) of respondents responded that it's medium and very low and the rest of respondents 2(13.3) responded that its influence is high and low respectively. So based on majority respond 5(33.3) is directly related with students drop out because School-community relation is very important factors for school to have disciplined and interested students for learning and that causes students to leave school because of poor community relation to school become increasing, the mean for this analysis was 2.9333.

Principal 3 interviewed that how are the major environmental (extraneous) and pupil related variable cause students to dropout school and said that“they could causes it because by giving an example of early marriage in case of nuer culture when young girl got married while she is a student her married husband couldn’t allowed her to continue her class, again when students who’s poor family failed to transport himself to a distant school he/she couldn’t complete the class.”

Item 10, the teachers were asked for the effect of Untrained and inexperienced School Leadership on students drop out 6(40.0) of Teachers respondents replied that its effect is Medium, 5(33.3) of respondents indicated their view that it’s low, the rest 2(13.3) respondents its influence is high and very low. Based on majority teachers respondents 6(40.0) the effect of Untrained and inexperienced school leadership was medium, meant that its influence was not so difficult on student drop out, so the mean for analysis was 3.2000.

Item 7.At the same table the teachers were asked about the stage for the influence of Inappropriate School Rules and Regulation on students drop out, 6(40.0) of teacher respondents replied that its influence is medium, 3(20.0) of respondents indicated their views that its high and very low while the rest, 1(6.7) of the teachers respondents reveal that its high and 2(13.3) of respondents responded that its low. Based on the majority of Teachers respondents ,6(40.0) shown that the influence of inappropriate school rules and regulation on students drop out has medium influence ,meant that they applied the rule in a certain situation/situation ally based on the degree of issues/.The mean of this analysis was 3.2000.

Table 11. The Influence of Pupil Related Factors on Students' drop out and other Environmental factors

No	Pupil Related Factors and others	Respondents	VH	H	M	L	VL	Total/Cu	Mean
1	Failure in Studying Hard	F	6	3	4	1	1	15	2.200
		P	40.0	20	26.7	6.7	6.7	100	
2	Lack of interest in Education	F	-	7	5	1	2	15	2.2667
		P	-	46.7	33.3	6.7	13.3	100	
3	Low Future Success Or Expectation	P	3	9	1	1	1	15	2.2000
		F	20	60.0	6.7	6.7	6.7	100	
4	Frequent Absenteeism	F	4	6	3	1	1	15	2.2667
		P	26.7	40.0	20.0	6.7	6.7	100	
5	Low Self Conception Due To Previous Failure in Examination	F	4	5	2	1	3	15	2.6000
		P	26.7	33.7	13.3	6.7	20.0	100	
6	Lack Of School Facilities And Service	F	6	4	4	-	1	15	2.0667
		P	40.0	26.7	26.7	-	6.7	100	
7	Overcrowded Classrooms(Large Class Size	F	7	4	2	2	-	15	1.9333
		P	46.7	26.7	13.3	13.3	-	100	
8	Low quality of teaching	F	3	3	3	1	5	15	3.333
		P	20.0	20.0	20.0	6.7	33.3	100	

Where VH=Very high H=High M=Medium L=Low VL=Very low CU=Cumulative percent

In the Table 11 item 1. Teachers were asked to show the level for influence of students failing to study hard with School dropout. 6(40.0) respondents responded that its influence very high and 4 (26.7) of teachers respondents were replied it with medium 3(20.0) of respondents were high and 1(6.7) of respondents were low and very low, the majority of teachers respondents 6(4.0) who said it influence is very high & 3(20.0) students respondent who posted its high as seen from the table, it shown that there is no probability for students to achieve class or level without studying hard. The mean was 2.2000

In the item 2 from the same table above Teachers' respondents were asked about the influence of students' lack of interest in education on drop out 7(46.7) Teachers responded that it's high and

5(33.3) respondents indicate their views with medium, 1(6.7) teacher respondents were low and 2(13.3) respondents responded that its influence is very low. So the teachers' respondent who's their answered is high, show that the majority of students drop out from schools due to problem of interest to ward learning or education, and the mean of that analysis was 2.2667

Principal 4 was interviewed that does the economic background of parents and the child's school academic performance (drop out) related and said that "they are directly related, because when a child have no support from parents there is no any possibility for him/her to complete the level of his / her expectation".

Teachers were asked for the open-ended questions that how lack of student interest to ward learning can cause dropout, in order to show their opinion with Yes or No on statement, most of them answered with "yes" by explained that all thing started with internal interest because that one has more productivity than other and you might be strong enough to do some things difficult, but if you didn't have interest for it you can't achieve doing something well that's the same to the student's learning.

In the item 3 respondents were asked to respondent the influence of students' low future success/expectation from students' academic outcome/result on students dropout, 9(60.0) of respondents were indicated their ideas that its high and 3(20.0) of Teachers respondents reveal that its very high the rest 1(6.7) respondents were chosen medium, low and very low to the issues. Here it shown that the majority 9(60.0) of students leave their schools or drop out because of low expectation/future success for awaiting academic result and they known that staying in the class while the result might not come good tomorrow is nothing and the mean was 2.2000

Principal 5 was interviewed that what to be done to alleviate (minimize) problem of students drop out and said "that first it needed commitments from Education Bureau for awareness creation about all factors related to culture, and economic factors like opening Boarding Schools to free Children with poor Economic background, seconded School principals themselves needed to apply more rule and regulation to built strong relation with Community through weekly discussion and the problem might be solved in that way".

In the table above item 4 the respondents were given question regarding to the influence of class frequent absenteeism on students drop out, 6(40) of respondents were revealing their views that

its high, 4(26.7) teachers respondents were supported with very high while 3(20.0) respondents put their ideas that its medium the rest 1(6.7) respondents were low and very low to the view. Based on data with 6(40.0) identified that some students drop out from schools because of frequent absenteeism from class and, there for they can't get any chance to follow class regular activities, so that they can led either to fail or leave the class, the mean of analysis was 2.2667

Principal 6 was interviewed that how low employment opportunities could cause students to drop out and responded that “sometimes it could led students to drop out when Government has nothing to do or bother about student being graduated yearly and also when students has no option either to make business by themselves after graduation”.

Item 5 school Teachers were asked about the stage of influence with students Low Self Conception due to Previous Failure in Examination on drop out, 5(33.3) teachers respondents answered that its high, 4(26.7) respondents were indicated that its very high the rest respondent like 3(20.0),2(13.3) and 1(6.7) respondents responded that its medium, low and very low and it shown that as from 5(33.3) and 4(26.7) the majority of student dropped out from schools due to low self conception to previous failure in an examination they became afraid to take an exam again and choose to with draw /drop out and the mean was 2.6000

Table 11 item 6 the teachers were asked to show their view on the level of influence for Lack of School Facilities and Service on student drop out ,6(40.0) of respondents were supporting that its influence is very high, 4(26.7) respondents were answered that its effect is medium and sometimes high vary on to locality. From 6(40) Teacher respondents the majority of students drop out or leave schooling because school lack facilities and services like Chair, pipe water, and Electricity while they are being taught with Plasma Television, its mean was 2.0667

Item 7 the teachers were asked for the effect of Overcrowded Classrooms (Large Class Size) on students drop out, 7(46.7) of Teachers responded that its effect is high, 4(26.7) of teachers gave their answer that its high and the rest respondents were supporting it with medium and low by showing that it's not problem having 60 students in one class ,based on the teachers respondents 7(46.7) the majority of students drop out or leave school because they are exhausted sitting in a large number and are not satisfied when teachers given a lecture method to whole class and

sometimes difficult for teachers to help individual students and check different activities, so that it's the main factors for students drop out, the mean of analysis was 1.9333 ,

Item 8 the teachers were asked to show the level for influence of Low quality of teaching on students drop out ,5(33.3) of respondents were indicated that it's very low mean that they didn't have problem for quality teaching ,3(20.0) of respondents responded their questions with high, medium and low. From 5(33.3) of respondents shown that those teachers teaching in these Secondary Schools are professionally good to gave class room lecture method, the mean for this analysis was 3.333

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to find out the causes for students drop out in Government Secondary Schools in Gambella Town. Descriptive Survey design was used. Data were collected from a total of 44 respondents. Relevant policy documents and reports were also used as Secondary data

The data collected by using questionnaires, interview guide and document analyses were used to answer the following three research questions:

1. To what extent students drop out in the Governments secondary schools?
 2. What are the major out-of-school factors that contribute to student dropout in the School?
 3. What are the major school related factors or In-School related factors that contributed to the student drop out in the school?
- ✓ As it indicated in the chapter three, the descriptive research design was used to answer the three research questions. The data were received from school teachers, Students, principals and PTA members in Government Secondary Schools in Gambella Town.

❖ **The data analysis led to the following major findings:**

5.1. Summary of Major Findings

The study has used to see the gap that has remained unsolved about the causes for students drop out in Gambella Government Secondary Schools with the sample of only three Secondary Schools out of six (6) Secondary Schools found in the town. In addition to these, the study employed open ended questions, close ended, and semi structured interviews, based on 2010 E.C/2018 G.C_2011 E.C/2019 G.C students' academic results presented by Secondary Schools and Education Bureau as statistical report. Grounded on the data obtained through all these instruments the following are presented in the summary of the research finding.

- ✓ With regard to personal characteristics of the respondents, 13(86.7 %) of the students respondents were male and 2(13.3%) of students respondents were female. This shows that there is big Gender gap between Pupil students, which means girls are not allowed

by their parents to joint school as compared with the boys or gender bias toward woman schooling and its mean was 13.33

With regard to their age, The Majority of Student 6(40) were the age of 16-18 years and 19 years above. It shown that only few Students from 15 years are sent to School in an expected School year / were more sever for drop out with mean of 2.2000

- ✓ Generally male drop out ranged from 9% to 10% and female only from 4% in the year 2019 G.C/2011 E.C with total 14%, so this indicated a big different of gender pupils drop out and the year that had high rate of students drop that's 2018 G.C/2010 E.C
- ✓ Respondents were asked to show the level of their agreement/disagreement whether lack of material and financial support from Parent have any influence on students drop out or not. So the majority of respondents ,4(26.7) and 5(33.3) shown that Lack of Material and Financial Support from Parents has great influence on students' drop out, so that many students drop out because they lack financial support from parents to buy exercise book, and School Uniform the mean of this analysis was 3.533 .
- ✓ Students respondents were asked for the effect of Low Employment Opportunity on students 'drop out, the majority of students respondents 6(40.0) shown that Low employment opportunity in the future have great effect on students drop like lack of job creation for graduates the mean for that analysis was 3.867.
- ✓ **PTA1** was interviewed hat how economic back ground of parent have caused students drop out and said that "children from poor parents frequently withdrawn from school because their parents could not afford their educational expense while children with stable economic at home are persisting their class."
- ✓ Respondents were asked to show their level of agreement on the influence or effect of early marriage/Teenage pregnancy /on Students drop out. Based on 6(40.0)majority of respondents shown that early marriage was the main obstacle for girls schooling which means girls were dropping out because of being married at the early age.
- ✓ The study indicates that large family size has negative impact on the utilization of resources needed for schooling. And also indicate its merit that children with both parents are more advantaged for success than children with no or single parent.
- ✓ Teachers were asked the level of influence for Shortage of Teachers on students' drop. The majority of teacher respondents 4(26.7) indicated that students drop out from school

because of teachers' shortage, one teacher might teach up to four class/subjects, so this led students to leaves school since teachers are being busy for teaching many class at the same day the mean for analysis was 2.7333.

- ✓ It was found out that distance of the secondary school from home has impact on students' drop out sometimes when the location of school is far away from home where there's no road excess and h/she could not arrive on time in school it could lead them to drop out.
- ✓ Teachers were asked for the effect of contribution of poor community relation with students drop out, So based on majority respondents 5(33.3) respondent that it was directly related with students drop out because School-community relation is very important factors for school to have disciplined and interested students for learning and that causes students to leave school because of poor community relation to school become increasing and the mean for this analysis was 2.9333.
- ✓ in general from 2018 G.C/2010 E.C in three Secondary schools male students drop out ranged from 9% to 19% while Female students drop out ranged from 4.6% to 8.6% with total of 21% respectively, which mean that male were mostly affected by school dropout than female.
- ✓ The study indicated that due to traditional perception of considering daughters as future resources for them and their intention is when they send their daughter to school the young boys would play with them and they remained poor.
- ✓ In the views of respondents the effect or influence of traditional outlook of Girl Education on students' drop and. Based on majority of respondents 6 (40.0) many students left Schools or dropped due to attitude of their parents toward girl education, on some culture in Gambella, People consider girls as sources of income and they look that when they sent their children to School, young boys would play with them and they remained poor, so for that case young girl left school before year had completed. with the mean of 3.800
- ✓ It was found out that the quality of teacher is determined by the change brought to his/her students and the same is true low qualify teachers are identified by their students in the way they given a lesson in the class room and also incur schools wastage/with many drop out.

- ✓ The study indicated that this act of practice of parental attitude toward formal education need more campaign through many Medias: poster, brochures to be distributed to any residents with local Languages to have good image on the value of formal education...
- ✓ The teachers were asked to identify his /her gender and age, a majority of the teacher's respondents were male 11 (73.3) and 4(26.7) of teachers respondents were female. So it shown that there is unbalanced gender between teachers and Male Teachers number was greater than female mean female participation on the issues to solve students drop out was so less and they could not give balanced views, its mean analysis was 1.267.
- ✓ It was found out that early married/teenage pregnancy, Conflict that result as poverty, and traditional outlook on girl education are most important factor for students drop out and not only female early marriage even when young boys got married early he can't be able to continue his class, and expected to work for his family.
- ✓ As to the sampled Teacher respondents about the total years of services in the schools was shown, 9(60.0) were above 6- 10 years of services, 4 (26.7) were between 11-15 years of service, 2 (13.3) were from 1-5years of services in the schools. This shown that majority of teachers respondents have many years of services and they could have knowledge of why students are dropped out and it's mean of analysis was 2.1333.
- ✓ The study indicated that lack of interest to ward learning, failure in studying hard, and disciplinary problem are the specific problem that many schools are facing here.
- ✓ **Principall** was interviewed that what the causes for students drop out in schools were and he responded that "all in-schools and out -of schools factors like when student failed to study harder during an exam time, frequency absenteeism and lack of students interest and poor motivated teachers to teach, use of insulting words to the students, and teachers incompetency were the main causes for students drop out."
- ✓ Most of the teachers 9 (60.0) had a Degree, 4(26.7) had masters and this implies that Teachers respondents who have masters and degree were educated enough to understand why some of their students drop out of school the mean of analysis was 3.1333.
- ✓ The majority of respondents 4(26.7) shown that Teacher incompetency had great influence on students drop out, the mean was 2.9333.

- ✓ The study indicated that teacher incompetency could led students to drop out because having qualify teacher had a lot of contribution for students to be motivated to learn while teachers who have no knowledge for their subject matter exhausted their students either to leave school or failed the subject for having wrong image toward their teacher.
- ✓ So based on the teacher respondents 4(26.7) and 5(33.3) shown that students drop out from schools because of poorly motivated teachers in their career, sometimes they absent/missed their the class and that one led students either to leave class or optioned to asks transfer to other schools somewhere and the mean for the analysis was 2.600.
- ✓ It was found out that environmental/extraneous factors could causes drop out an example of early marriage in case of nuer culture when young girl got married while she is a student her married husband couldn't allowed her to continue her class, again when students who's poor family failed to transport himself to a distant school he/she couldn't complete the class.
- ✓ Teachers were asked to show the level of influence when students are failing to study hard with School dropout, the majority of teacher respondents 6(4.0) said it influence is very high, it shown that there is no probability for students to achieve class or level without studying hard and the mean was 2.2000
- ✓ The study indicated that economic background of parents and academic performance of students t are directly related, because when a child have no support from parents there is no possibility for him/her to complete the level of his/ her expectation.
- ✓ The respondents were given question regarding to the influence of class frequent absenteeism on students drop out. Based on data with 6(40.0) it identified that some students drop out from schools because of frequent absenteeism from class and there for they can't get any chance to follow class regular activities, so that they can led either to fail or leave the class, the mean of analysis was 2.2667.
- ✓ It was found out the way to solve drop out was that first it needed commitments from Education Bureau for awareness creation about all factors related to culture, and economic factors like opening Boarding Schools to free Children with poor Economic background, second School principals themselves needed to apply more rule and

regulation to built strong relation with Community through weekly discussion and the problem might be solved in that way.

- ✓ Respondents were asked to respond the influence of students' low future success/expectation from students' academic outcome/result on students dropout, the majority of teachers respondents 9(60.0) shown that many students leave their schools or drop out because of low expectation/future success for awaiting academic result and they known that staying in the class while the result might not come good tomorrow is nothing, and the mean was 2.2000
- ✓ the teachers were asked to show their view on the level of influence for Lack of School Facilities and Service on student drop out, from 6(40) Teacher respondents the majority of students drop out or leave schooling because school lack facilities and services like Chair, pipe water, and Electricity while they are being taught with Plasma Television, and its mean was 2.0667.
- ✓ The study indicated that low employment opportunity in the future could lead students to drop out when Government has nothing to do or bother about student being graduated yearly and also when students have no option either to make business by them after graduation.
- ✓ The teachers were asked for the effect of Overcrowded Classrooms (Large Class Size) on students drop out, based on the majority of teachers respondents 7(46.7) many of students drop out or leave school because they are exhausted sitting in a large number and are not satisfied when teachers given a lecture method to whole class and it makes difficult for teachers to help individual students and check different activities. The mean for analysis was 1.9333
- ✓ school Teachers were asked about the stage of influence with students Low Self Conception due to Previous Failure in Examination on drop out and, as it shown from majority of respondents 5(33.3) and 4(26.7) students dropped out from schools due to low self conception to previous failure in an examination they became afraid to take an exam again and choose to with draw /drop out and the mean was 2.6000.

5.2 Conclusion

According to Briemer and Pauli (1971:15) define dropout as "a pupil who leaves school before the end of the final year of the educational stage in which he is enrolled". They further emphasize that completing a given level but failing to continue to the other higher level of a school system does not constitute a dropping out condition.

According to McWhirter et al. (2007, 127) a dropout can be defined as a pupil who leaves school before graduation and before completing a program of study. Internationally there is several understanding of dropout. In the united states of America the following two classifications are used, namely event dropouts and status drop outs. Event dropouts are learners who withdraw from school during a certain time frame, such as a given school year. Status dropouts are youths between the ages of 16 and 24 who are not enrolled and are out of school without having completed a state approved educational program (McWhirter et al., 2007, P.127; progress Report, 2007).

The causes for Students drop in Government Secondary Schools in Gambella Town were found to be In-Schools and Out-of Schools factors these are, low quality teaching, lack of school facilities, large class size, absence of adequate training for both managers and teachers, and poor school community relation, low future success expectation and repeated absenteeism on the parts the student were The impact of educational costs (both direct and indirect), high level of poverty, demand for labor, lack of material and finance support, involvement in income generating activities, and, low employment opportunity in the future, early marriage (Teenage pregnancy), lack of family awareness and community or parental attitude toward girl education and etc

5.3 Recommendations

To help solve problem of Students drop in Government Secondary Schools, the following are suggested recommendation

5.3.1 Improving Quality of Education

The important factors that hold back quality of education as seen from some respondents of this study was low quality teaching which always a raised when school facilities are not enough in schools like students text books, schools chair, and problem of large class sizes were the major factors that led students to drop out .

So Gambella Education Bureau should work on it to build many class rooms and preparing teaching text books basis on the levels in order to jump previous unsolved issues to open new chapter by improving school facilities.

5.3.2 Recruiting More Teachers

As indicated by many respondents shortage of teachers has become one of the causes for students drop out in the region. , because of this employment of more teachers with different subjects in any school is important since the problem has found that its critical issues for efficiency of educational system, so that Gambella Education Bureau in collaborations with Gambella regional state council should tackle this shortage of teachers by allocation of hug budget to the faculty of Teacher Education and Health Science College to train more teachers.

5.3.3 Upgrading and Motivating Teachers

As some respondents stated that there are Teachers who had diploma in Secondary Schools levels with more services rendered to schools, Gambella Education bureau should practice upgrading systems to trains those teachers having diplomas by upgrading them to degree level instead of demoting them to the lower class since professional development for teachers play vital role in improving the quality of education and system to motivate intrinsic behavior that could increase productivity to reduce students' dropout, and also the Government should increase teachers benefit by building their houses, salary increment, Recognition when someone from them becomes a model and other moral related issue should be provided to them.

5.3.4 Providing Guidance and Counseling

Since poor academic performance of students, low future success expectation and repeated Absenteeism were found to be the cause for students drop out that affect the effectiveness of educational System. So based on allocated budget for teachers' recruitment, Gambella education bureau should employ at least one school counselor for every Secondary School to give guidance and counseling services for aforementioned factors to help reduce drop out.

5.3.5 Promoting Community Awareness through weekly Discussion

The problem of school-community relation has become problematic in Gambella schools there is no strong relation with parents and schools while the area has some chronic culture that people has no need to abandon it like early marriage, traditional outlook of girl education, parental

attitude toward formal education by dedication young children to learn in non-formal education provided to adult learners, so these all things are factors that left many students out from schools. Therefore, creating open discussion between the school and the community in accompany with representatives from Government is highly mandatory by convincing them that the value of education is important than being together with daughters and young boys as for economics purposes.

5.3.6 Creating Job Opportunities for the Graduates

The way students Persisting schooling is directly related with the job opportunities they would get after graduations it revealed was the important factors for students drop out. Though the balance between education and labor market cannot goes together and unemployment rate became high in Gambella region, so as the country collaborative efforts between the federal government and the regional is needed to help create job opportunity for Graduate students.

5.3.7 Organization of funding project for economically disturbed students

Based on the finding of this study many students were drop out because of parental financial problem or problem of opportunity cost like buying schools uniform, exercise book, and soon, so as the problem has already identified Gambella regional state in collaboration with education bureau should find means of funding outside/talking with different NGO to help those children whose parents are not able to afford their education ,might be one of these children could be an eye of many people and/or an example of role made by Schools and Government.

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Appendices

Appendix 1

Addis Ababa University

College Of Education and Behavioral Study

Department of Educational Planning and Management

Program of Educational Leadership and Management

A questionnaire is to be Filled out by Teachers

This questionnaire is designed for the purpose of studying the causes for students' dropout in Government secondary schools in Gambella town. So you have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. Thank you in advance for your participation. Do not write your name anywhere in this questionnaire.

Section I: Background Information

1. What is your sex? Male Female

2. What is your age?

a) 15-25 years b) 26-30 years

c) 31-35 years d) 36 -40 Years e) 40 and above

3. What is your working experience?

a) 1- 5 years b) 6 to 10 years

c) 11 to 15 years d) 16 years and above

4. What is your education level?

a) Certificate b) Diploma c) Degree d) Masters

Section II: School based factors on Student dropout

Q1. To what extend do dropout of student in your school?

a) To a greater extent [] b) To some extent []

c) Not at all [] d) Not sure

Q2. Indicate all the following school related factors and rate their influence on students drop out by showing [tick at the corresponding box] whether they are very high, high, medium, low or very low. In the table below

A	No	Teacher related factors	VH	H	M	L	VL
	1	Teacher incompetency					
	2	Shortage Of Teacher					
	3	Poorly Motivated Teachers In Their Career					
	4	Instructive school environment					
B		Pupil Related Factors					
	1	Failure In Studying Hard					
	2	Frequent Absenteeism					
	3	Lack Of Interest In Education					
	4	Low Future Success Or Expectation					
	5	Low Self Conception Due To Previous Failure In Examination					
C		School Managers Related Factors					
	1	Untrained And Inexperienced School Leadership					
	2	Inappropriate School Rules And Regulation					
	3	Poor School Community Relation					
D		Lack Of School Facilities And Service					
E		Overcrowded Classrooms(Large Class Size					
F		Low quality of teaching					

Section III: Parental level of education on students' dropout

Q3. Do you think that lack of parental Education have any effect on student's drop?

a) Yes [] b) No [] c) Not sure [] if your answer for question No 3 is yes How-----

Q4. Do you think that lack of student interest to ward learning can cause student's dropout?

Yes [] No [] if yes

Explain_____

What measures can be taken to reduce dropout of students in your school?
Explain_____

Thank You for your cooperation

Appendix2
Addis Ababa University

College Of Education and Behavioral Study

Department of Educational Planning and Management

Program of Educational Leadership and Management

A questionnaire is to be filled out by Students

This questionnaire is designed for the purpose of studying the causes for students' dropout in Government secondary schools in Gambellatown. So you have been selected to take part in this study. Please respond and answer all the questions as honestly and accurately as possible. Any information that you provide will be strictly confidential and used for academic purposes only. Thank you in advance for your participation. Do not write your name anywhere in this questionnaire.

Section I: Background Information

1. What is your sex?

a) Male b) Female

2. What is your age?

a) 15 years b) 16-18 years c) 19 years and above

Section II: School based factors on Student dropout

Q1. To what extend do student drop out in your school?

a) To a greater extent b) To some extent

c) Not at all d) Not sure

Q2. The following are some of out of school factors that have significant effect on students Dropout. Therefore, rate the degree of influence from your own experience according to your locality.

5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

No	Out-of school factors	Rating				
		5	4	3	2	1
1.	Socio Economic Constraints					
	1 .Lack of Material and Financial Support from Parent					
	2.Low Employment opportunity in the Future					
	3.Distance student covered by travelling					
	4.poverty					
2.	Socio Cultural Constraints					
	1. Early Marriage (Teenage Pregnancy					
	2.Parents' Attitudes towards Formal Education					
	3.Traditional Outlook on Girl's Education					
	4. Parental Educational Background					

Section III: Parental level of education and students' dropout

Q3. Do you think that lack of parental Education can causes student's to drop out?

a) Yes [] b) No [] c) Not sure [] if your answer for question No 3 is yes How-----

Section IV: Pupil Related Factors on students drop out

Q4. Do you think lack of financial support from parent can causes student's to drop out?

Yes [] No [] if your answer from question 4 is yes explain-----

What measures can be taken to reduce dropout of students in your school?
Explain_____

Thank You for your cooperation

Appendix 3

Interview Guide for School Principals

This is to consider the perception of School Principals concerning the causes for students' dropout in Governments Secondary Schools in Gambella town.

Guiding Question

1. What do you think are the causes for students drop out in your local secondary schools?
2. How teacher incompetency causes students to dropout in school?
3. What are the major environmental (extraneous) and pupil related variable cause students to dropout school?
4. How does the economic background of parents and the child's school academic performance (drop out) related?
5. What should be done by School Principals to alleviate (minimize) problem of students drop out?
6. How did low employment opportunities could cause students to drop out?

Thank for you cooperation if you have suggestion and recommendations you are well com.

Appendix4

Interview Guide with PTA Members

The purpose of this interview guide is to identify the perception of parent teachers association about the causes for student's dropout in Governments Secondary Schools in Gambella town.

Guiding Question

1. What do you think as major Environmental factors /Extraneous/ that has great influence on students' dropout in your local school?
2. How teacher incompetency causes students to dropout in school?
3. What do you think as specific pupil related variable that cause dropout school?
4. How does the economic background of parents and the child's school academic performance (drop out) related?
5. Why Traditional Outlook on Girl's Education is important for students drop out?
6. What need to be done as member of School association to challenge that practice of Parents' Attitudes towards Formal Education?
7. How can Family Size (Structure) related with students drop out?
8. Is there any connection with Distance student covered by travelling on students drop out?

Thank you for your cooperation if you have suggestion and recommendations you are well com.